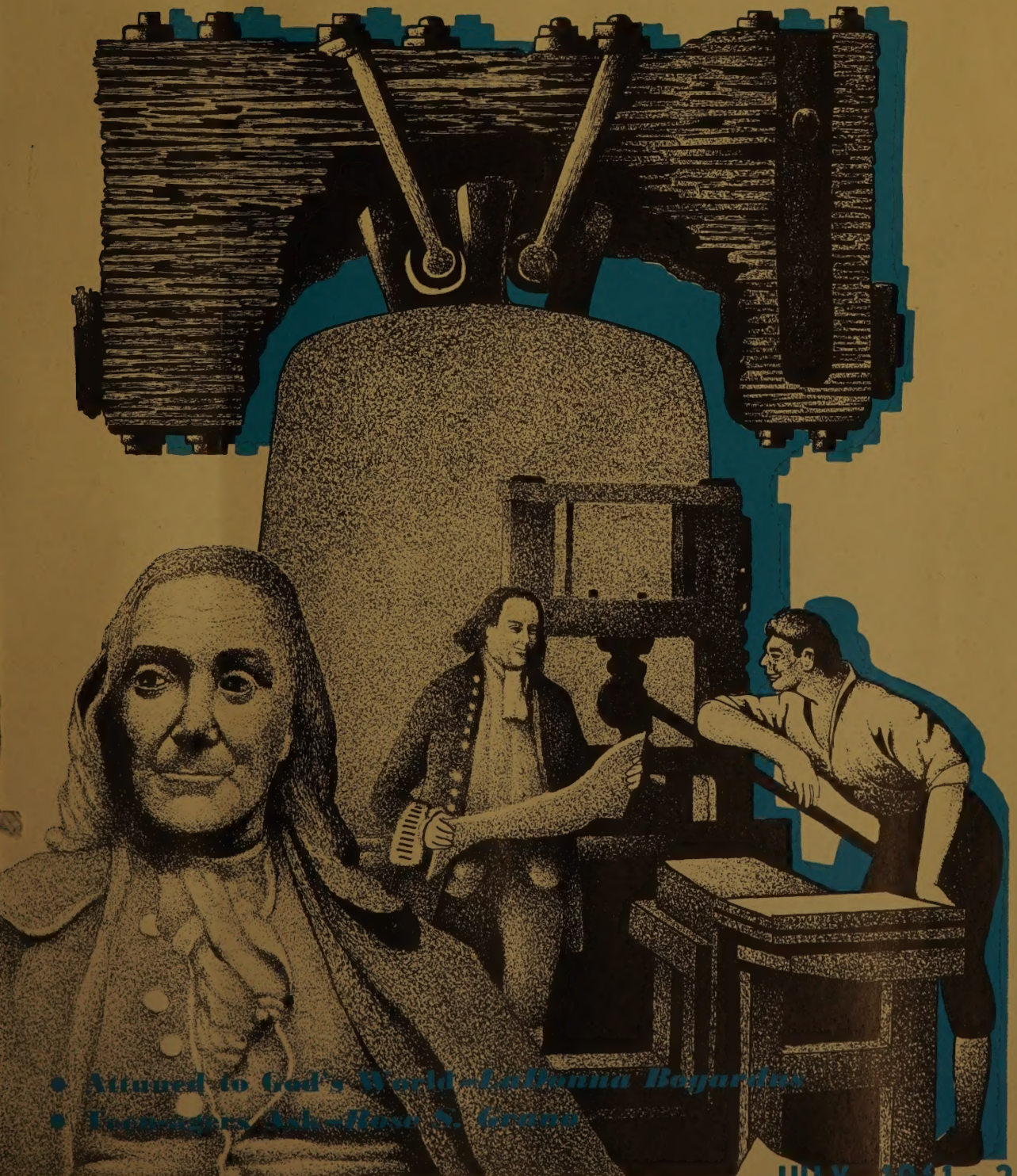


The **H** *Magazine for the Christian Home*
Hearthstone



- *Attuned to God's World—Lathanna Boyardos*
- *Teenagers Ask—Rose S. Grano*

JULY, 1961 - 25c

The Magazine for the Christian Home Hearthstone

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God's World. Learning about God's world can be a fascinating experience, particularly to young children. With proper encouragement from Mother and Dad, curiosity about growing things can be fostered and strengthened. To help your child make the most out of outdoor experiences, read "Attuned to God's World" by LaDonna Bogardus.

Persons, Too! Educators and psychologists have their say about parents and sometimes make scapegoats of parents. As a "parent psychologist," W. Clark Ellzey presents a different approach in his article "Parents Are Persons, Too!" He lifts up some of the feelings, fears, hopes, needs that persons have so that these things can be understood and dealt with constructively.

Teen-agers Are Different. Alfred P. Klausler's article "The Teen-ager and the Church" tells us how different (!) teen-agers are today. Christian parents and churches are faced with the need of breaking through to creative ways of relating to these different young persons. You will want to find out what parents and churches can do about this situation as discussed in the article.

Tension Areas of Adults and Teen-agers. "Why don't you trust me?" "Why do parents get mad when you disagree with them?" ask teen-agers. Parents ask: "Why can't parents tell their teen-agers anything?" "Why do I get angry?" These are tension areas considered in the article "Teen-agers Ask" by Rose Grano.



About the Cover. The cover picks up a champion of freedom—Benjamin Franklin. Author of *Poor Richard's Almanack*, editor of the *Pennsylvania Gazette*, and public printer for Pennsylvania, Benjamin Franklin was considered one of the broadest and most creative minds of his time.

Coming Soon. "Can Families Give Both Privacy and a Sense of Unity?" by Marge Frank; "Drawing the Line for Teen-agers" by Elaine Holcomb; "Growing Up in Christian Directions," and others.

Until then,
R. C.



Attuned to God's World

By

LaDonna

Bogardus



—Bob Taylor

Encourage your child's interest in growing, living creatures, for this can point to an awareness of God.

ONE OF THE MOST VIVID MEMORIES of my childhood is that of standing in the front yard with my mother as she pointed out an orange-and-black oriole high in the tree across the road. We stood together watching him dart here and there as he hunted for beetles and caterpillars. We listened as he piped his flute-like notes between pecks. These and similar experiences are not only lovely memories which I cherish; they probably were responsible for an interest in the natural world that has been growing since early childhood.

Children need close contact with the natural world. City children at least are three or four times removed from the origin of food and clothing. With so much of life controlled by mechanical gadgets there are few opportunities for children to handle "raw materials." A child can respond to growing things in a way he does not respond to a chair, a

car, or a tractor. Then, too, children need experiences with elemental things—birth, growth, death, change—for these are experiences which push us to think about the meaning of life.

Children naturally are interested in the outdoor world—things that crawl and fly and swim and hop; things that buzz and croak and sing. There is so much to learn about even the smallest insects. With a little encouragement from Mother or Dad, a particular item of interest may send all three of them to an encyclopedia, or even to the library.

Sara, now grown, remembers the hive of bees bought by her parents when she was about ten. She now thinks that they were bought because of an interest in bees which she developed about that age. She helped to care for the bees when they swarmed and helped to collect the honey in the fall. For hours she lay on the ground in front of the hive studying the bees as they came and

went. She read all the books about bees which the library had to offer. She appreciates now the fact that her parents opened to her a whole new world, for the story of bees is quite a wonderful story.

Mothers as well as fathers can learn to tolerate and even be interested in the things that creep and crawl. Two boys in a day camp had killed a small, harmless snake. The leader decided that though the snake should not have been killed it still could serve the purpose of letting all the campers study it at close range and discover by feeling it that a snake is not "cold and slimy" but smooth and "ordinary feeling." A mother in the group who had told the leader earlier that even the mention of a snake gave her cold chills, came where the leader stood. "I think I'd like to touch it, too," she said. Only the leader knew how much courage was required to take that step. This and some other experiences have helped the mother to lose her

The author serves in the Department of Christian Education of Children, Division of the Local Church, The Methodist Church.

dread of snakes and she now can join the boys in learning interesting facts about them. The more interesting we find creatures to be, the better we are likely to feel about the Creator.

It is good to have a garden even if it must be a crop of radishes grown in a window box at a ninth-floor window. Mother or Dad can help young Son or Daughter at planting time. "Isn't it wonderful, Son," you may say, "that the leaves and the root you see in the picture (on the envelopes) are all wrapped inside that tiny seed in your hand?" Then, perhaps at bedtime when you and he are thinking about the experiences of the day, you may recall the size of the seed and the wonder wrapped inside. "Thank you, God, for the way you have planned for seeds," may express what you both are feeling.

If the garden can be outdoors, there should be a small plot which is the child's own. A carrot out of his own garden will taste sweeter to him, of course, than any carrot grown anywhere else in the world. And the cutting of the first zinnia of the season should be cause for celebration in any family! Conversation during the summer about the garden may open the way to exploring some

of the mysteries of growth and life, areas which children are interested in exploring if they have not had opportunity to do so previously.

"What does dead mean?" asked four-year-old Marilyn as she helped to rake the "dead leaves," as her mother had called them.

"Autumn is a good time for Marilyn to begin to understand what 'dead' means," thought Marilyn's mother—"leaves and plants that are dead or dying, and some plants that are only resting until spring." They talked while they raked. "It's the way God planned it," Mother finished. "I think it's a good plan, don't you?"

Questions are important. Leisurely spent experiences with growing things often may inspire questions. We need to be sensitive to what really is involved in a question. Does the child want only a quick answer? Or is more than a simple answer needed? Is there sufficient interest so that he, or you and he, should consult a book for some answers? "We can find out" is often the best answer a parent can give.

In the rush of living these days it may not be easy to find time for enjoying beauty and appreciating the wonder of the world around. It is important, though,

for families to enjoy together the beauty of a sunset, the taste of freshly-picked strawberries, the evening song of a thrush. It is important often to take time to be aware of the Maker of such beauty and wonder. A three-year-old stood with his mother and father as they drank in the beauty of a sunset. Finally, looking up to his father, he said softly, "I think we ought to say the blessing, Daddy."

So often it is the experience with growing, living things that brings an awareness of the Eternal—the Ultimate Source of all life. Children need experiences early which orient them in a growing concept of God as Creator. They soon will be thinking in terms of a larger universe than we ever imagined as children. A small concept of God will not be adequate. A small God will not do for them in the universe in which they will be operating. We must keep the doors open so that as boys and girls explore and ponder on meanings, their concepts of God will not be left behind—small and discarded and uninteresting—but continue to grow and enlarge so that they continue to serve as an adequate framework in which all else fits and has meaning.

—Don Knight



There is so much to discover!

← "Ouch!"



→ "I wonder . . . !"

—H. Armstrong Roberts





Parents Are Persons Too!

by W. Clark Ellzey

In the midst of parenthood, husbands and wives have the problem of keeping their marriage alive. A vacation which husband and wife share together, away from the children, may be the beginning of a new perspective.

PARENTS ARE UNIVERSALLY RECOGNIZED AS TRAINERS of little "hopes of tomorrow." They are frequently referred to as scapegoats for most all juvenile delinquency. They have been targets of the educators and the child psychologists. Let us look at things through the eyes of a "parent psychologist."

We parents need to understand ourselves as persons. We are as human as anybody, although sometimes we are the last ones to recognize that fact. We have the same human needs anybody has. We need to become more independent of our children, for their good as well as our own. We, too, need to get satisfaction and joy and reassurance. We need some evidence that we are appreciated and some sign that we are successful as persons. Sure, we need to give; but we need to get, too.

As persons, we are afraid at times. We are afraid of ourselves, of our own inadequacy and incompetency, of what people will say, of making mistakes, or of the uncertainty of the world in which we live, or of the mounting bills. We need to have some sense of security with respect to our own acceptability, desirability, and worthfulness. We need courage with which to face the unpredictable future. We have to compete. We haven't grown up enough to co-operate all the time because none of us is fully mature. We are concerned to teach our children to co-operate but we are not too good at it ourselves, with them or anyone else.

We parents can get angry, frequently because of

the very same things that make our children angry. Because we are more involved with life, we have more grounds for anger. We have to do something with it. Either we let it out in explosions, or we bottle it up and build pressures that result in headaches, backaches, heart trouble, or ulcers. Yes, we can forgive, but there are times when we need to be forgiven, and we can need it as badly as any of our children.

We are struggling to achieve our own sex adjustments. We don't know what sex is all about. We have all kinds of mixed feelings about it, and yet we are confronted with the problem of doing a good job of sex education with our children. We may have some pretty positive ideas, but then, again, we may be pretty unsure of ourselves about some things. We have to do the best that we can in helping our children understand what is right and wrong in the world. Here again, we are up against it. In a world of rapidly changing standards and moralities, of shifting religious positions, we are not always absolutely sure that we know what is right and wrong. We not only need help in order to help our children, we need help for ourselves in groping our own way through today's mixed-up world. Yes, we have to try to help our children develop consciences that will enable them to live life most successfully and happily, but we have our own consciences to struggle with. We want our children to know God, but we falter in our own relations with him.

We all love. We love each other in the family, and we love some people outside the family. We love ourselves a little, but we hate, too. At times we

hate each other, and we hate our own children. The only difference among us is that some of us will admit it. Then, too, there are times when we hate ourselves. So you see, while we are parents, we are persons, too. We have a real need to understand ourselves as persons.

As a "parent psychologist" would say, we need to understand each other as persons. Perhaps by looking at ourselves, we may better understand each other. We need to be respected, and one of the signs that we are respected is the freedom that others give us to accomplish our tasks in our own way. If each respects his or her mate as a parent, each must grant him or her the freedom to accomplish tasks of parenthood in his or her own way. This doesn't mean that we have to work against each other. It means we don't have to superimpose upon our mate, our way of being a parent.

We need reassurance as parents and as persons, and since we know how this feels if we attempt to understand each other, we will be giving each other reassurance instead of so much criticism and condemnation. Oh yes, we will express our anxieties, but we need also to express reassurance. Each of us needs the feeling that we are taken into consideration, that people are thoughtful of us. Realizing how important this is to us, we must try to be thoughtful and considerate of the other parent with whom we are living.

Our feelings can be hurt—not easily because we have grown up somewhat, but they still can be hurt. It doesn't feel good when they are. Understanding this about ourselves, we will be careful about each other's feelings as much as we can. Maybe this is

something of what Jesus meant when he suggested that we ought to love our neighbors as ourselves. Our nearest neighbor is our husband or wife. Our next nearest neighbors are our children. The emphasis, however, is on loving ourselves in order to be able to love these others according to their needs.

We parents need to understand ourselves, also, as parents. Mothers should try more often a "father-eye-view" with respect to the children. Fathers might try a "mother-eye-view." This doesn't mean that a father has to become a mother or a mother has to try to become a father. It simply means that we need to try more often to understand each other as parents.

Understanding can be rather difficult in our time because there has been quite a bit of confusion over "father" and "mother" roles. The time was when what a father was and did and what a mother was and did were fairly clear. In our revolutionary society where changes are occurring rapidly and all out of gear with one another, with fathers and mothers helping each other at home and at the office, things have gotten a little mixed-up. It doesn't have to be too confusing in a given family, however, and parents who try to see things through the eyes of other parents are more likely to be understanding parents for their children, as well as supportive mates for each other in their parenthood.

All of us know that we have responsibilities because we are parents. Books and critics are constantly reminding us of this. There are even laws about it. Looking through the eyes of a "parent psychologist," let us remember that we have *rights* and *privileges as parents*, too.

You have seen parents who became so overwhelmed by their responsibilities that their home became a jail and the children the jailers. We can become so preoccupied with our children that we become a threat to them. We protect them so much and do so much for them that they have little chance of developing themselves. When we parents are overwhelmed by our responsibilities, we forget about our rights and privileges. Children can become arrogant and develop into little tyrants. Parents can become virtual slaves.

Now almost any infant will survive an evening with a relative or some other baby sitter while his parents go out on the town. The trouble is, so many of our present-day dependent parents can't survive it themselves. Some parents have so forgotten their rights and privileges that they become flunkies for their children. In so doing, they deny their own children the right to learn how to adjust to the rights of others. It is nice when it is convenient for parents to take children to school in the car, but too many parents have actually become chauffeurs, as afraid for their job as if they were getting paid for it and might be fired if they didn't run at the beck and call of their children. Children can walk. Learning how to walk in city traffic is one of the problems of modern children. They won't melt even if it rains and they get wet. They can change clothes when they get

Wilbur



"The window was getting dirty anyway, wasn't it, Mom?"

We can get so involved in giving children what they need that we forget each other. Some of the best elements of courtship ought to persist right on through marriage. Parenthood will not be an adequate substitute. Whatever suggests—that we are

There are many families in which husbands and wives alternate as baby sitters so that one can go out and participate in club, organization, or church affairs in the community. This is not a good plan if it is the only one they have, because a marriage consists very largely in the companionship of husband and wife. We need companionship in other enterprises

Wilbur



JULY, 1961



Eddie Hodges is right at home, anywhere, when asked to sing.

His Genuineness Wins People's Hearts

by Aubrey B. Haines

FREQUENTLY, A CHILD who makes a name for himself in the entertainment world becomes conceited and spoiled. A noteworthy exception, however, is Eddie Hodges, whose natural charm on television, the stage, and in films has won people's hearts.

Eddie's parents have endeavored to raise their young son like any other child. The boy is permitted to make his own decisions, especially regarding his career. For Eddie with his remarkable memory, school is easy—all except arithmetic. "We're going to learn to like it," his mother says. Eddie is not exempt from household chores, but both his parents insist that he have plenty of time to play with the neighborhood boys.

Like any other boy his age, Eddie likes Rock 'N' Roll, baseball, football, motion pictures, and any kind of television. His favorite book is *Huckleberry Finn*; he hopes to play the role on the stage, screen, or television some day.

Americans never heard of Eddie Hodges until he appeared on "Name That Tune" on CBS Television. The boy was such a champion at guessing the names of songs the orchestra played that within seven weeks he had won \$25,000! His television appearances were launched by accident. A scout for "Name That Tune" noticed him on New York's Fifth Avenue and teasingly inquired where he had gotten his red hair.

"It came with the head, ma'am," Eddie soberly replied. This was the correct answer, the

first of many more that he was to give during his seven weeks on "Name That Tune."

Since then, he won \$32,000 more on "The \$64,000 Challenge" and sang at a White House command performance for former President Eisenhower. The freckle-faced, red-headed boy from Hattiesburg, Mississippi, is rapidly becoming America's most appealing child star. Thirteen years old, he lives a busy, complicated life. For some months, he appeared in the Broadway musical comedy, *The Music Man*. At present, he can be seen on motion-picture screens in the cinemascope, color film, *A Hole in the Head*.

Eddie got his role in *The Music Man* after its composer Meredith Willson saw the boy win up to \$12,500 on "Name That Tune." As a singer on Broadway, Eddie's bright grin and good manners backstage at the Majestic Theatre made him the darling of Barbara Cook and Robert Preston, stars of the production. "I love him," Miss Cook said, while Preston called him "the ideal stage boy."

Eddie's parents, John and Sue Hodges, came to New York for business reasons, and because the boy wanted to appear on television. Singing in public is an old experience to Eddie. At eighteen months, he sang "De Gospel Train" on a religious program in Hattiesburg. When he was four, he entertained troops at Biloxi, Mississippi, and sang on a country-music program.

Home to Eddie is no longer

Hattiesburg, where he was born on March 5, 1947, but Queens, New York. Here he lives with his parents, his sister Diane, fourteen, and his grandparents in a modest five-room apartment. Eddie's parents are usually with him, never wanting him to feel lonely. He goes to church on Sundays with them and likes to eat at home with the family rather than to go out to dinner. "I feel that I'm doing a good thing when I go to church," he says. "Someday, perhaps, I'll be a Baptist preacher, like my grandfather used to be."

There is no family jealousy because of Eddie's fame. His greatest admirer is his sister Diane, who opens all of Eddie's mail and keeps a huge scrapbook filled with clippings about her young brother. Unlike Eddie, she has no interest in a theatrical career. In turn,

Eddie is very proud of his bigger sister. One of his greatest thrills was to be able to introduce her to Frank Sinatra and the rest of the cast on the set of *A Hole in the Head*.

Eddie had not been appearing in *The Music Man* very long until he got the chicken pox. Recalling the ordeal, he says: "It made me feel all itchy. It was funny to be in bed and know that the show was going on and I wasn't in it. My understudy, Ronnie Tourso, took over for me, but I thought that I was letting everybody down. It was sort of nice resting and watching television, but I was glad to get back. I missed all my friends."

Eight times a week, Eddie faced a packed house in his appearances in *The Music Man* as, in his boyish soprano, he launched into his

song, "Gary, Indiana." Offstage, his favorite place to go was the wardrobe room, whose mistress, Bessie McMahon, told him adventure stories, and allowed him to change costumes there. "He's the most unaffected child I ever saw," Miss McMahon said.

On matinee days, Eddie spent his time between performances at the nearby King Edward Hotel, where his father worked as night manager. Eddie earns about \$15,000 a year, but his family does not live on the money. They are placing it in a fund which will guarantee the boy an income when he is eighteen. Meanwhile Eddie keeps acting with some of America's best-known performers.

After he appeared with Helen Hayes on television in *Mrs. McThing*, the actress said glowingly, "He's magnificent! He gave one of the greatest performances I have ever seen." In the production, the boy played a dual role.

Appearing in this play was intriguing to Eddie, too. "I liked Helen Hayes and *Mrs. McThing*," he said. "It was my first dramatic part."

Eddie's history is short in years but long in experience. No sooner had he completed kindergarten than his family moved to New York. "Eddie's great interest in singing began in the high chair," his father says. "When he got a little older, he'd pull a chair up to a jukebox and listen for hours—as long as his nickels held out."

The boy did some singing for social clubs in Hattiesburg and won acclaim for his tremendous memory and perfect pitch. He sang in the children's choir of the Methodist Church and was chosen Junior Mr. Gospel Singer of the Year at a convention of 59,000 Baptist gospel singers.

When the Hodges family moved to New York in 1953, they decided to let the boy go to work at becoming a professional singer. Hodges took his son on an inter-

(Continued on page 28)



Eddie's mother, like his father, believes in allowing the boy to make his own decisions regarding his career.

By Francis L. Kroll

the Gift

Illustrated by Art FitzSimmons



He stopped and took a quick look over his shoulder.

GEORGE CAST A QUICK, FURTIVE GLANCE up the street. Carefully he limped back from the edge of the sidewalk and over next to the building. It was still too early for many people to be moving about on this quiet street. He lifted a nervous hand to his scraggly gray mustache and felt the stubble along his jaw. "I should have shaved," he told himself. He half turned toward the barber shop down the street, but he didn't walk toward it. If he had had the money for a shave at the barber shop, he wouldn't have needed to do what he planned.

For a moment he let his mind dwell on his troubles—the broken ankle which had finally cost him his job, Molly in the hospital, and their tiny savings melting away. They had seen hard times before, but none like these. In all the other times Molly had remained cheerful and confident. "You'll find a way, George," she always said. "We'll make out."

This time she had been less confident. Perhaps there had been something about his own fears that she had sensed. He lifted his head. It was possible. There was still a chance that he would get the job. Anyway, if Tony brought the package, Molly would still think he was finding a way.

* * * * *

Across the street at Mercy Hospital, Dorothy Stevens, R.N., was nervously watching the clock. It was almost time for Niel, Dr. Niel Anderson, to remove the bandages from the patient in 210. An icy chill of fear touched her as she thought of the patient. What if the operation wasn't a success? It just had to be. It meant so much to Niel.

The doubt that was almost a physical pain would not be dismissed. Because she had been so sure of his skill, she had urged him to try. She had continued to encourage him even after both Dr. Bander and Dr. Melvaine had soberly cautioned him about the odds. They had pointed out that the chances of success were too small, that he was risking his hard-won reputation at too great odds. He had felt a compulsion to use his skill even though he knew that a failure would hurt his reputation far more than a success would help it. Dorothy had been elated when he had decided to operate.

She had seen Niel earlier this morning. He had been jumpy and nervous. She knew it was because the time was near to examine the patient and learn if the operation had been a success.

Her mind shifted to the patient in 210 and she became all nurse. The gray-haired bundle of faith and courage on the bed in 210 had to be cured. For a time, she forgot Niel's future and her own worries as she thought of the needs of her patient.

She heard Niel's step in the corridor. Making herself confident and serene, she turned toward him with her usual assured smile.

"Ready to remove the bandages?" she asked briskly as if this were a routine case and he only another doctor.

"Right away," he answered. If there was any hesitation in his reply, she had not noticed it.

Dorothy stepped into the room ahead of him. She adjusted the shade to admit only a little of the morning light. "The doctor is

here to take the bandages off and let you see again," she told the gray-haired lady on the bed.

"Couldn't we wait just a minute?" the woman asked diffidently, "He'll be here. . . ."

"Dr. Anderson is busy." Dorothy realized that worry and tension were making her voice sharp.

"I'd like to have the first thing I see be . . .," the woman let her voice trail away.

"It's all right, Nurse," Dr. Anderson said. "We'll wait a few minutes."

Dorothy didn't dare look at him. Was he afraid at this last moment, wanting to put the verdict off as long as possible? His voice had sounded assured. She had had herself so well under control that she had been sure she could remove the bandages without having her hands tremble. Would she have that much control the next time?

* * * * *

George gave a little sigh of relief when he saw Tony come out of the restaurant with the package in his hands. Actually, George didn't have the least idea what the man's name was, but he had to think of him by some name and Tony seemed to fit. Tony walked across the sidewalk to the can marked "trash." George winced as Tony carelessly stuffed the package into the can. Tony turned and went back inside without a glance at George.

George waited as a man came down the street, crumpling an empty cigarette package. He smiled to himself when the man tossed the crumpled ball to the street. After another quick look up and down the street, George stepped over to the can and carefully removed the package. He limped quickly up the street.

At the next corner he stopped and took a quick look over his shoulder. Apparently satisfied, he boarded the next bus and went to a rear seat. He drew a carefully folded sheet of tissue paper from his pocket and smoothed it across his knees. As he started to un-

wrap the package, the bus jerked to a stop. George waited until the woman who got on took a seat well in front of him. He opened his bundle and picked through its contents. He appeared to select some and put them on the tissue paper. When he had finished, he carefully wrapped the tissue paper package and protected it with a sheet of the newspaper that had been around the original package. The discarded material, he wrapped carelessly in the remaining sheets of the newspaper.

As the bus filled with passengers, George carefully shielded his parcel so no one could touch it. He stayed on the bus until it stopped in front of a large brick building. With both parcels in his hands he followed the other passengers off. By the time he had limped into the building and across the wide entryway to the elevator, it was filled. He turned to the stairs and slowly climbed two flights. He turned down a long narrow hallway. Halfway down the hall, he stopped beside a waste paper basket. He tossed the carelessly wrapped package into it. Then he carefully removed the newspaper from around the other package. He dropped this newspaper into the wastebasket. Holding the tissue paper-wrapped parcel in his hands he squared his shoulders and walked down the hallway with a barely perceptible limp.

He turned to go into room 210, but stopped abruptly. Both Dr. Anderson and the nurse were bending over Molly's bed.

"Is—is she worse?" he whispered, fighting to keep the panic out of his voice.

"Oh, of course not." Dr. Anderson turned a reassuring smile toward him. "We're ready to take the bandages off."

In obedience to the doctor's gesture, George stepped to the side of the bed. Carefully he folded back the tissue paper from the top of the parcel. Again Dr. Anderson motioned to him, and George held the parcel closer to Molly's face. Dorothy leaned forward tensely. She was proud that her hands did not tremble as she

helped Dr. Anderson lift the bandage from Molly's eyes.

For a moment Molly lay, afraid to open her eyes. Uncertainly she lifted the lids a trifle. Her eyes flew wide open.

"George, they're beautiful," she breathed. "Beautiful, just as I thought they'd be."

"They'll be where you can see them," Dr. Anderson told her, taking the package from George's hands and giving it to the nurse. "We'll put the bandage back. You can have it off only a few minutes at a time until you are accustomed to seeing again."

As the doctor carefully replaced the bandage over Molly's eyes, her hand reached out and found George's. Dr. Anderson leaned

close and whispered in George's ear, "You can tell her you have the job. The superintendent said he wanted someone who really appreciated flowers to take care of the hospital lawn and flower beds."

Before George could answer, Dr. Anderson stepped over to the bureau where the nurse was finishing unwrapping George's parcel.

"That was a wonderful operation, Niel," she whispered. "You have restored her sight when the other doctors thought you couldn't do it."

He grinned at her with all his old self-confidence. "Perhaps it wouldn't have been successful if she hadn't been so anxious to see those." He nodded toward

George's gift.

"I'm not sure it was a success after all." The catch in Dorothy's voice belied her bantering. "She said they are beautiful, but they look as though they might have come from a trash can."

"I expect they did," Dr. Anderson answered. He stepped to the bureau and selected one of the drooping stems. "The red badge of courage—courage to believe when others doubt." He held the stem toward her. "Dorothy will you wear this?"

She felt the quick sting of happy tears against her eyelids. "Niel," she whispered, "Molly was right. They are beautiful. The most beautiful red roses I have ever seen."

by Hilda E. Allen

bIBLEGRAM

Guess the words defined below and write them over their numbered dashes. Then transfer each letter to the correspondingly numbered square in the pattern. The colored squares indicate word endings.

Reading from left to right, you will find that the filled pattern will contain a selected quotation from the Bible.

A Fire company equipment ---	98 18 101 115
B Fly alone -----	59 107 114 21
C One of the poles -----	62 43 100 51 81
D Feeding place for pigs -----	80 57 87 19 37 52
E Small thin rod for punishing	9 78 35 95 24 25
F To swindle or defraud -----	54 96 11 64 103
G First word of the Fourth Commandment -----	63 86 89 99 41
H Left-hand side when facing north -----	12 6 69 110
I Aided or assisted -----	83 29 108 113 39 7
J Very angry -----	60 34 70 58 17 97
K Lowly; not proud -----	13 56 15 67 48 111
L Mr. goat -----	1 49 65 66 105

M Contradicted -----	88 46 31 8 61 20
N Great flow of water -----	74 2 55 26 77
O Two less than a decade ---	90 72 85 106 42
P An air or tune -----	112 84 47 14 32 109
Q Bird that nests in chimneys	22 45 75 94 16
R Large four-footed animal ---	33 102 40 28 82
S Truthfulness -----	10 93 38 68 4 23 53
T Holy person -----	91 30 79 50 71
U Oxfords -----	5 104 27 76 73
V Bears' homes -----	44 3 36 92

(Solution on page 28)

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by Alfred P. Klausler

The Teen-ager and the Church

*What churches and Christian parents
can do to make religion meaningful in
today's teen-agers.*

Recently, a father ruefully confessed: "When Susan and Bill were in grade school, I thought they were a bundle of problems. I looked forward to their high-school days. Now I look back and realize I never had it so good."

There is no denying that the Susans and the Bills, teen-agers in churches of the United States, are problems. They are different people. They are not at all like the teen-agers of the twenties and thirties. Their parents simply cannot figure them out.

There is a good reason for this parental bewilderment. One factor making these teen-agers different is that they have money. In 1958, U.S. teen-agers spent nine and a half billion dollars. This was money they managed. During 1959, teen-agers spent around ten billion dollars. In our time, some twenty-four million teen-agers in the United States will spend fourteen billion dollars each year. The teen-ager has money. By the time he is eighteen the average U.S. teen-age boy has a weekly income of \$16.65, and the average teen-age girl averages only two or three dollars less.

Today's U.S. teen-ager has little concept of joblessness or unemployment, nor what it means to lack money. He never experienced the New Deal, the WPA, or the closing of banks. He has been brought up with television as a fact of daily life, and he assumes that interplanetary travel will soon be as commonplace as cokes and hamburgers.

Some parents are completely confused as they contemplate their vitamin-bursting, shiny-faced teen-agers. What language do these youngsters speak? Are they indeed human? Do they know suffering? Their lives seem a boundary-less existence of high-



—Hays from Monkmeier

school activities, well-paying jobs, and a limitless horizon of good times. They now and then say that they are aware of "wars and rumors of wars" in our time, but they live as though someone else is working for peace, leaving them free to plan parties, and picnics, and glamorous careers.

Some social scientists are studying the U.S. teen-ager. Certain anthropologists and motivational research people are spending time and money in analyzing this new group. One sociologist has said that teen-agers form a sub-culture. That is, they live in our society and use its advantages, yet have another society all their own from which adults are excluded. Another social scientist remarked that teen-agers live in a world of their own, with a culture distinctly different from any other known to man. Sunday-supplements, learned-journals, and sophisticated magazine writers tell us that the innocent and lighthearted day when the teen-ager's prime social relation was in a jolly family circle is gone. Today's teen-agers are loyal to other social groups made up largely of persons of their own age.

Trapped in the middle of this remarkably changed U.S. youth picture are the churches. Congregations sometimes adopt frantic measures to hold their youth. One group of excited laymen will say that the con-

gregation needs to build better recreational facilities for its youth. A church in a Chicago suburb erected a \$200,000 youth building, complete with the finest recreational and cooking facilities. Then it wondered why the young people still stayed away. Many churches do nothing about or for the teen-ager because they simply have no idea what they can do or how they can evoke any response from the young people.

Who are today's U.S. teen-agers? Economically they form an impressive group, one that is zealously wooed by manufactures, retailers, and advertising agencies. Researchers specializing in an examination of youth's economic habits have made the significant discovery that teen-agers' income is free income. That is, teen-agers have large sums of free money and few fixed obligations. Teen-age income is also free from parental control. Over 50 per cent of all U.S. teen-agers buy their own records and sports equipment; 40 per cent buy their own shirts. Many of their parents still live in a "depression-conscious market" and are acutely aware of "extravagant purchases." Modern youth considers things as necessities which adults are still inclined to call luxuries.

Advertising firms know that the teen-ager sets the pace in styles, and that he is an innovator in many areas. The teen-ager often persuades his parents what car to buy, what suburb to live in, what kind of refrigerator to choose, and what food to set on the table. For this reason, advertisers beam many messages to teen-agers. If they can get the teen-agers sold, their product is sold.

Educationally, however, the U.S. teen-ager may be taking a beating. Within recent years the near-failure of the high school has become one of the accepted facts of U.S. life. Ever since Soviet Russia launched its sputnik, critics of our educational system have had a field day. Comparisons between the U.S. high-school students' curriculum and the Soviet Russian counterpart are used to make the point that U.S. youth lead a life of educational ease. The hard, classic discipline of previous generations is not found in our modern high schools. Our young people cannot spell, they cannot organize a sentence with grammatic and logical correctness. Something is wrong with the development of many of our teen-agers. Some blame may lie with education. A lot of blame may lie with parents and homes, ministers and churches.

The teen-agers' religious attitudes and beliefs are not what Christ's church should desire. Survey after survey brings out the fact that our youth are a group of spiritual and religious illiterates. They do not know God. They are not yielding themselves to his will. They are seeking fulfillment through means other than relating themselves to their Creator.

This lack of religious faith and commitment is reflected in the teen-agers' moral life. Daily press accounts bear this out with stories of brutal assaults, vicious knifings, and vandalism. These outbreaks may involve a small percentage of our teen-agers. Nevertheless, they do reflect an amoral U.S. youth

culture in which our own teen-agers must live.

What can the churches do? What can Christian parents do? Both share the tremendous responsibility of making religion meaningful to the teen-ager. With a remorseless eye the adolescent sees through sham and pretense. When adults utter pious dictums of all kinds and then contradict them with un-Christian behavior, the teen-agers cannot be expected to devote themselves to righteousness.

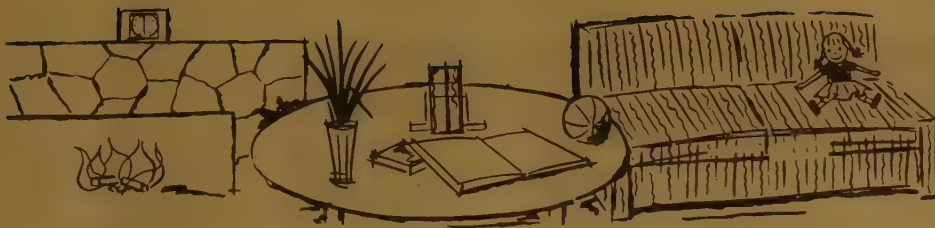
Our teen-agers must be helped to see the relevance of Christian faith to everyday problems. Parents and Christian educators in our churches, should help them work out judgments on the relevance of Christian principles to their problems and interests—dating, studying, earning, spending, driving, reading, smoking, conversing, playing, self-adorning and so on.

It is a tribute to the churches of the U.S. that their national youth programs today are contemporary and meaningful. What is more they have a Christ-centered core. God is the focus of learning and doing. Only the unthinking critics can say that church youth programs are for squares. However, many churches and parents are ignorant about what is available for their young people. A prominent minister of a large suburban congregation lamented, "Why doesn't the church develop some good youth material that I can use in my church?" He was shown materials his national church body had developed. He was astonished. "Why didn't someone tell me?"

Well, why didn't someone tell this minister about the program and materials that were available to help him, his church, and Christian parents to minister to teen-agers? Why didn't someone tell him about reading lists for young people, and about youth fellowships, district youth meets, youth evangelism materials, national youth conferences, denominationally sponsored youth trips to the United Nations and/or the nation's capitol? Why didn't someone tell this minister that within the past few years the development of youth caravans serving local congregations have helped arouse new interest in many local churches in the vitality to be found in Christian youth. Caravan teams of three or four teen-agers visit a congregation for four days to a week. They do service work, conduct services, give help to teachers and leaders, and vividly demonstrate that the Christian life is still one of excitement and daring. Parents and adult leaders are shown how they may utilize youth program resources in their church. The basic theme of such caravan teams, "youth speaks to youth," finds a ready response.

Perhaps the most dramatic of all developments is the comparatively recent rise of youth work camps. Partly a European development, such camps are growing throughout the United States. The astonishing fact about these camps is that campers pay to work for a week- or two-week period. These camps may be situated in the heart of a Philadelphia slum, on a bleak reservation, or on the grounds of an old peoples' home. Here young people come and

(Continued on page 28)



FAMILY WORSHIP

for parents

As you read the monthly theme, "This Is God's World," you may immediately think of the many ways you are sure that this is God's world: the beauty of his creation, the orderliness of the universe, the certainty of day and night; but do your children have this knowledge? Have you somehow conveyed to them the faith and understanding that may be yours? Children develop attitudes and feelings from their parents. As a parent, you can instill within the child a deep appreciation for God's creation.

Showing Gratitude

One of the ways parents may be able to do this is to take every opportunity to lift up to God those moments of wonder and amazement. "Thank you, God, for the beautiful rose," or "Thank you, God, for the good cold drink," are simple prayers of gratitude but help the child to know and have an awareness of God as creator.

As parents, we cannot expect those moments to be sufficient. In addition there must be planned or directed moments of worship in the home.

These may be informal times out on the lawn, on the living room floor, or while saying goodnight. The family sings together, shares ideas, or voices its thought and prayers to God.

Summertime Opportunities

Since summertime offers a great variety of outdoor activities such as camping, vacations, or outings, why not plan a special trip this month to explore and make new discoveries in God's world. This might be a walk in the park, a drive in the country, a hike through the woods, or a trip around your own back yard. Call it a family retreat or outing or whatever you want, but go with the express purpose of making new discoveries about the world in which you live.

This may be the beginning of a family nature-table in your own home or a family hobby of collecting butterflies, rocks, or beautiful leaves. Urge the children each day to add something new that they have discovered. If these discoveries are to become especially meaningful to them, you may need to pro-

vide resource books from which they may gain additional information and appreciation. For instance, the butterflies which flit to and fro in the summer are a mystery to young children. *The New Little Fuzzy Green Worm*, by Jessie Brown Marsh, may be especially helpful in explaining their development to the kindergarten child. Another resource, but for the older child is *In Yards and Gardens*, by Margaret Waring Buck. You may find these books in your church library or borrow them from the public library.

A further aid in arousing feelings of responsibility that may lead to appreciation is guided home activities. When you talk about the grass, or herbs, let the children plant some seed, water it, and watch the new grass develop.

The long summer evenings offer opportunity to explore the wonders of God's universe. Plan to spend some time outdoors observing the stars and listening to the evening sounds.

Feelings don't just happen. If we are to make good as Christian families we must plan for children to feel wonder, awe, and thanks.

Theme for
July:

This Is
God's World

Using the Weekly Themes

The material on the weekly themes ("Springs of Water"; "Grass and Herbs"; "Trees"; and "Creatures Great and Small") is to guide you in planning. You will find additional material in your child's church school books and papers. Children love to sing. Songs that lift up the theme and may have been learned in the church school are "Glad for Summer," "I'm So Glad," "This Is My Father's World," and "For the Beauty of the Earth."

The Bible background material is from Psalm 104:5-24. All the Bible verses for the four weeks are taken from this particular passage. As you read it, meditate on ways you may interpret and make these verses more meaningful to your children.

The material not suitable for use with all ages carries this identification: (K), preschool; (P), those in grades 1-3; (J), those in grades 4-6.¹

¹The material on this page, and the next two, unless otherwise noted, was prepared by Frances Craddock.



—Don Knight

The Lake Mirror (K)

Kathy and Bobby were walking along the lake with Mother and Daddy.

"Mother, look! I see a tree in the lake," exclaimed Kathy.

"Kathy, there is no tree in the lake," Bobby said. "Trees don't grow in lakes."

"Show us the tree you see, Kathy," urged Mother.

"Look in the water and you can see the tree," Kathy said.

"Yes, we can see the beautiful tree in the lake. The water is like a mirror," Daddy explained. "Everything around the lake is reflected in the water."

"I see the mountain," Bobby said excitedly.

"There are the clouds, too," added Mother.

"God's world is a beautiful place," Daddy said as he looked at the reflections.

"Am I in the lake, too?" asked Kathy.

"We will look and see," Mother said. Very carefully the family joined hands and looked into the water. Yes, there were Kathy, Bobby, Mother, and Daddy all looking into the lake mirror. They were part of God's world, too.

How Billy Uses Water (P,J)

"Billy, did you water the flowers in the window box today?" asked Mother.

"Oh, Mom, I forgot," replied Billy.

"The flowers cannot grow without water. You remember when we planted the tiny seeds, we talked about how they needed air, food, and water to sprout and grow and produce a plant. This is God's plan for growing things in his world," Mother said.

"How does God use water to make the flowers grow?" asked Billy.

"Water is the transportation system of the plant. It carries food from the soil to the stems and leaves. It is also a cleaner. The rain keeps the leaves shiny and clean," Mother answered.

"I will try to remember to water the flowers every day," Billy said. "It must take a lot of water to make everything grow on the earth."

"Yes, it does. Animals use much water, too. God knew we would be in constant need of water when he created the oceans, lakes, and rivers. These provide us with a continual supply of water." Then Mother added,

A Bible Passage

*The mountains rose, the valleys sank down
to the place which thou didst appoint for them.*

*Thou didst set a bound which they should not pass,
so that they might not again cover the earth.*

*Thou makest springs gush forth in the valleys;
they flow between the hills,
they give drink to every beast of the field;
the wild asses quench their thirst.*

—Psalm 104:8-11.

Rain

The raindrops trickle
Down the pane
Like crystal beads
Upon a chain;
The Lord sends rain,
The silver rain!

White daisies dance
Along the lane,
New grass is sprouting
On the plain,
Because of rain,
The silver rain!

Our elm tree puts forth
New buds again,
The fields show strips
Of corn and cane.
Thank God for rain,
The silver rain!

—Nona Keen Duffy¹

"Billy, try to remember how many times you have used water today."

Billy began to think:

To drink when I was so hot.
A home for my fish.
To brush my teeth.
To wash my bike.

How have you used water today? Can you add any more uses to Billy's list?

Prayer: Dear God, thank you for giving us plenty of water. We use it for so many things. Amen.

¹Reprinted from *Hearthstone*, copyrighted April, 1955.

A Bible Passage

*Thou dost cause the grass to grow
for the cattle,
and plants for man to cultivate,
that he may bring forth food from
the earth,
and wine to gladden the heart
of man,
oil to make his face shine,
and bread to strengthen man's
heart.*

—Psalm 104:14-15.

God Made Everything

God made the grass,
He made the trees,
He made the rain,
He made the breeze,
He made the birds,
He made the bees—
Yes, God made everything!

—Pearl Neilson¹

¹Reprinted from *Hearthstone*, copyrighted, June, 1954.

A Helper (K)

As Daddy pushed the lawn mower out of the garage, Judy called, "What are you going to do, Daddy?"

"I am going to cut the grass," Daddy replied.

"May I help?" asked Judy.

"Yes, you can be a helper. Will you please pick up all your toys from the grass? They may get broken if the lawn mower runs over them."

Judy carefully picked up all her toys. Then she called, "The toys are put away. The grass is ready to cut now."

"You have been a good helper," Daddy said gratefully.

"Diane and I have had a good time playing on the grass today. The grass is soft and cool. Mother told me that I don't get dirty when I play on the grass," Judy added.

"That is right, Judy," Daddy said. "God is good to send the rain and the sunshine so the grass will grow. Then we can have a nice place to play. Thank you, God, for the nice green grass."

The Picnic (P,J)

Bobby lived in the country. He had invited his church school class to come to the farm to have a picnic in the big grassy meadow.

"This is going to be fun," Billy said as they started through the gate.

"The grass is so soft it feels as if we are walking on a carpet," Susie remarked.

"The grass could be called the earth's carpet," answered Mrs. Brown, the church school teacher. "It covers the soil so that when the rains come, the soil will not be washed away."

"The grass may be soft, but something is getting in my shoes," complained Mary.

"Mine, too," added Billy.

"It's seeds from the grass," said Bobby.

"Perhaps all of us should sit down, take off our shoes, and remove the seeds," Mrs. Brown suggested. "At this time of the summer, the farmers say that the grass goes to seed. They mean that at

the end of every growing season the grass forms seeds. The hot summer sun dries this seed and then it is harvested. This is part of God's plan to have new plants each year."

"The grass makes a good bed," Jimmy said as he laid down.

"I like to turn somersaults in it," Bobby called as he and the other boys rolled over and over in the deep grass.

"Look, the cows must be on a picnic," called Mary. "They are resting in the grass, too." Everyone stopped to look.

"Not all of them are resting," observed Susie. "Some are eating the grass."

"Yes," Mrs. Brown said. "The cows eat more grass than anything else in the summertime. Grass provides minerals and vitamins to help produce our milk."

"I never thought of grass helping make milk! God's plan for his world is amazing, but it all seems to work together," Billy said. All the others agreed!

—Luoma Photos



A Bible Passage

*The trees of the LORD are watered abundantly,
the cedars of Lebanon which he planted.
In them the birds build their nests;
the stork has her home in the fir trees.*

—Psalm 104:16-17.

Prayer: Thank you, dear God, for the beautiful world in which we live. Tall trees make us look up and realize your nearness. Help us to understand your plan for your world and all in it. Amen.

All Things

Our old oak tree is tall—so tall
It seems to touch the sky;
The moon looks through its top, and all
The stars are standing by.
God made the moon, the leaves, the stars,
The meadow and the tree;
All great things and all small things
Like my pussy cat and me.

—E. Clifton¹

¹From *Story World*, copyrighted, 1947, by The American Baptist Publication Society. Used by permission.

Tommy Makes a Discovery (K)

The afternoon was bright and sunny. As Tommy came downstairs from his afternoon nap, he felt thirsty for his usual glass of milk.

While Mother was pouring the cold milk from the refrigerator, Tommy told her about the good time he and his friends had had that morning at church.

"And do you know what we made in the block corner?" asked Tommy. "We made a big church with big doors and windows and everything!"

After climbing down from the tall kitchen stool, Tommy headed straight for the play corner where his own blocks were kept in a neat pile. He had just about finished making a tall tower that looked like the one the children had made that morning, when Daddy came into the room.

"Well, Son, this looks like fun," said Daddy as he looked at the tall tower.

"I like to play with my blocks," said Tommy.

Daddy picked up one of the large blocks of wood and asked, "Do you know where these came from?"

"Didn't we buy them at the store?"

"Yes, Son, we did. But before the store got them they looked a lot different. Let's get Mother and I'll show you something," Daddy suggested.

Soon Mother, Daddy, and Tommy were walking among beautiful trees. "Trees are wood," Daddy explained. "When they are cut down, many things are made from them. That's where your blocks came from—a tree that once looked like these."

—Betty Underwood



—A. Devaney

Wonders to Explore (P,J)

For the past few weeks Mrs. Dudley's class had been discussing God's wonderful world. Today the group had planned a picnic so they could explore many of these wonders for themselves.

"Come on, gang, let's hurry and clear this food away. I want to get going to see how many things we can find!" David called excitedly.

Everyone shared his enthusiasm. In a flash, the picnic remains disappeared. Each found a partner and scampered off with paper and pencil to make his list.

After some time had passed, Mrs. Dudley gave the signal that called everyone back to the picnic area. She barely had time to ask, "What did you see on your walk?" before a dozen answers came.

"All right, let's begin one at a time with Jimmy," said Mrs. Dudley. So, one by one the boys and girls shared the things they had seen and heard.

Sue and Jane had noticed the tall, straight trees reaching high for the sunlight that they needed to make them grow solid and strong.

Dick said that he and Jim were surprised to see so many different kinds of trees growing side by side. "This made us think of people and how, even though we do not look and think alike, we can live and grow side by side, too."

Mary and Linda had seen, as they walked along the path, how quiet and peaceful everything was. They said that the wind seemed to be gently whispering little messages to the trees, and the trees were answering with funny little nods as if to say, "We like it here in this beautiful place."

The sharing continued until David said, "You know, I like what Mary and Linda said about the trees. Made me feel like I'd like to whisper, 'I like it here in this beautiful world of God's wonders, too.'"

—Betty Underwood

Mr. Turtle (K)

"Daddy, come quickly!" called Sara and Janie. "We have found a surprise!"

Sara and Jane had been having a wonderful time playing in the clear water. After a while they went to play in the sand. Just as they went running out of the water, a little creature came toward them.

"Doesn't he look funny?" said Jane.

"See his little green feet, tiny head, and bright eyes," said Sara. "I wonder where he lives?"

"Girls, this is a turtle, one of God's wonderful creatures," said Daddy. "Touch him. His back is very hard, for that is his home."

Daddy went on to explain that when a turtle wants to sleep or rest, he pulls his head back into his shell and is at home and as comfortable as can be.

"Mr. Turtle likes to swim, too," Daddy added.

Janie and Sara started to build sand castles. Daddy was stretched out on the beach enjoying the sun. The three of them kept a watchful eye on Mr. Turtle, who was very quiet and still.

"Isn't his home pretty with the little lines on his back? I wonder if he knows how much we like him?" asked Sara.

"I'm glad God made turtles and other little creatures for us to discover. I want to be friends with them all," said Janie.

—Betty Underwood

—George A. Hammond



A Bible Verse

*O LORD, how manifold are thy works!
In wisdom hast thou made them all;
the earth is full of thy creatures.*

—Psalm 104:24.

Prayer: Dear God, thank you for the joy that little creatures bring to our lives. We like the many different kinds of animals with their interesting shapes and colors. Amen.

For Little Things

For bunnies and squirrels,
For birds that have wings,
For kittens and puppies
And all little things,
Thank you, God.

—Margaret Clemens¹

¹From *My Prayer Book*, by Margaret Clemens. Copyright 1947 by Rand McNally & Company, publishers. Used by permission.

For Beautiful Things (P,J)

Every day brings opportunity to grow in appreciation and awareness of God's great creation. We have only to use our eyes and ears really to see and hear the wonderful sights and sounds of our world.

In your family circle, you can find rich moments of love and appreciation by thinking for a few moments about these things. Perhaps you would like to use a family litany with all members taking part.

Leader: For the beautiful things we see all around us that help us to remember that you love us,

All: We thank Thee, our Father.

Leader: For the little scampering squirrels and the beautiful tall trees,

All: We thank Thee, our Father.

Leader: For the flowers that bloom with all their colors and delightful scents,

All: We thank Thee, our Father.

Leader: For dogs and kittens and other pets that help us to love and to be loved,

All: We thank Thee, our Father.

Leader: For great men, women, and boys and girls who have used their talents for others,

All: For all creatures great and small

We give Thee thanks,

Knowing You have made them all.

Perhaps your family would like to close its worship by singing "This Is My Father's World."

If you want to pray alone, use this prayer.

A Prayer for Little Creatures

Dear God, we remember that you have made all living things. We want to understand and appreciate all of your creatures. Help us always to be kind. Amen.

—Betty Underwood

Mercedes wished she could see for herself how she looked.



Neither Too Long Nor Too Short

MERCEDES FRISKED HER TAIL and raised her long ears as she saw The Man coming with her straw hat.

"Hi, Sweetheart," he said as he gave her a lump of sugar and rubbed her smooth nose.

Mercedes wished she could taste

the hat. The straw looked so tempting. So did the big red rose on it that The Man set at a rakish angle. But always before she could set her teeth on the hat, The Man put her big ears through the two holes and pushed it down on her head.

"You're beautiful," he laughed. Mercedes wished she could see for herself how she looked. None of the rodeo horses wore hats. Sometimes they wore big colored tassels behind their ears, but never a hat.

"Only a beautiful mule like you deserves a hat," The Man offered said when he put it on. "You're smart, too," he always added "smart as a whip."

Mercedes loved the tricks she and The Man did in the arena. They were fun, and she liked the music and the applause. Everything was fine except one thing. Mercedes just couldn't figure out if her legs were too short, or if The Man's legs were too long. Instead of sitting in the saddle like other men did on the horses . . . Her Man straddled her sleek sides and his legs were long enough that he walked along as she did, or, if he sat in the saddle his knees came almost up to his chin. People laughed at everything they did, but still Mercedes couldn't help but worry about her legs and The Man's legs. It just seemed one of them had to be wrong!

"We're going out to practice," The Man said one morning. Mercedes loved these times when she and The Man would go out in the big arena all alone and do tricks by themselves. Sometimes they did something new. Sometimes they did the old ones over and over. "We'll really make them laugh with this one," he said, putting his arms around Mercedes' neck. What happened then Mercedes didn't know, but The Man groaned and hung on to her neck with all his might. "Turned that bad ankle again," he said as the sweat poured off his face. The Man grimaced with pain as they walked slowly back to the chutes.

The next time Mercedes saw The Man, he had something on his foot . . . something big and heavy. "A cast" somebody said it was.

"It's all right," said The Man

(Continued on page 30)



—Paul Kidd

**"Why do parents get so mad
they won't listen to you?"**

A LETTER FROM A GOOD AND VALUED FRIEND reminded me that some of the weeks in the year can be used for something other than the meeting of deadlines. And since I was single and she was married and had children, it was easier for me to visit with her than vice versa. So, shortly after receipt of the letter, I was packed and off for a week's visit. The first four days in her home, I agreed the visit was a good idea. On the fifth day, I discovered that being a guest in a home with a teen-ager can be tricky business—

I was upstairs, shampooing my hair, when my friend and her teen-age daughter went into a verbal go-round to rival a heavy-weight-championship fight. The only words I could hear distinctly issued from a tear-choked teen-age throat as Betsy stormed up the stairs. "The trouble with you is that you don't trust me!" A

door banged. Then all was silent. Fools walk where angels fear to tread. And I have a heavy step.

I knocked on Betsy's door. At her faint and not-too-enthusiastic, "Come in," I thrust my dripping head into the room and invited her to talk with me as I set my hair. Yes, I heard the story from Betsy's side. She concluded with, "If only my mother were as understanding as you!"— Didn't I say that being a guest is tricky business? So, after the hair was set, and Betsy had a few new ideas to churn about in her pretty head, I headed downstairs and heard the story from Mother's side—

Betsy had accepted an invitation to become a social member of a club sponsored by a church whose doctrine was diametrically opposed to the church of which Betsy was a member. Because of her own unhappy childhood experiences with the church in question, Betsy's mother felt that this

was a form of proselytizing, and that her daughter had been trapped into making a decision which ultimately would be unhealthy for her. The argument hit its peak when Betsy's mother flatly told her daughter that she had to "unaccept" the already accepted invitation.

A vague feeling of familiarity came over me, as though I had lived through this experience before. Faintly, I could hear the same plaintive tones as Betsy's, only the voice was deeper. My teen-age nephew was saying, with indignation stiffening his near six-foot frame, "Parents don't want kids to go through the teen-age stage. They just want us to be children or to be grown up. When you disagree with them, they get mad and think that you are ignorant and foolish. We'll grow up insecure if we aren't able to grow up like other kids."

Then his sister's voice cut in—"Teen-agers want to feel independent. They don't want to cling

to their parents' apron strings. Parents are always telling kids what to do, and they get mad because kids want to find out for themselves. How are we going to learn what is right unless we experience for ourselves!" The tone of her voice was declarative, not interrogative.

"Will you tell me," my nephew asked, "why parents get so mad they won't listen to you?" I nearly laughed aloud as the words of his mother echoed in my mind. "And will you tell me," she demanded, "why parents can't tell their teen-agers anything?"

At the inquiring look on my friend's face, I sketched in my train of thought and concluded with a comment made by a junior-high-school principal to a group of denominational workers with youth: "God in his infinite wisdom gave parents only a few teen-age years, but we teachers have to cope with the tensions for life!"

* * * * *

Under the best of conditions—that means when children are under thirteen and over twenty-one—being an adequate parent isn't easy. However, during the teen-age years, as parents develop a sense of guilt over the tension, questioning where they went wrong in rearing their child, parents may well wonder why they ever wanted to be parents at all! However, despite the apparent depth of the gulf which separates parents and teen-agers, a bridge of communication can be built.

First must come the acknowledgement that the adult-teen-age tension is not evil, but that it is a God-given force intended to be used creatively by parents and other adults as they help teen-agers on the road toward maturity.

Next, frequent meetings among parents to "compare notes" will have a number of psychological benefits. The meetings will serve to break down the sense of lonely isolation generated by parents' guilt-feelings. If that nice Benson boy, whom you find so co-operative in the church school class can give his parents such a hard time,

then perhaps you are not so deficient as you had thought. You will discover another amazing fact about yourself. As parents share out of their experiences, you will find yourself being far less critical of their children than they! Then, if you have a sense of humor, it will stand you in good stead, enabling you to admit that you are more tolerant of others' teen-agers than you are of your own. Your emotional involvement with your child, which drives you to drive him to do what you think is best for him, deprives you of objectivity in dealing with him. Consequently, when you are embroiled in a disagreement with him, anger rather than reason often prevails.

Had Betsy's mother been capable of more objectivity, she could have treated Betsy as a reasonable being and talked through the situation. Together they could have arrived at a face-saving, polite way for Betsy to "unaccept" an accepted invitation. This does not mean Betsy would have been happy over the outcome, but it would have mitigated the resentment generated by her mother's emotional intensity in the argument, and her seeming insensitivity over how Betsy would handle the question from there on in. Although Betsy is an unusually mature thirteen-year-old, she still does not have the social skills required to deal with such a situation. One begins to suspect there was an inherent wisdom in the ancient custom of knights training each other's sons for knighthood!

Since a "teen-ager-exchange" is not advisable (though perhaps tentatively desirable) another way must be found to meet the need for objectivity in adult-teen-age relations. Here is where the Christian community can serve uniquely. The church can challenge consecrated, significant adults to work with youth. Time must be provided—and kept inviolate—when these adults and teen-agers can come together in a meeting which is exclusively theirs. If conducted with an understanding of the teen-agers' needs (as

well as the parents' dilemma), rebellion can be used creatively as teen-agers are given an opportunity to arrive at decisions, make mistakes, and "experience for themselves."

Often parents express anger over the fact that their children will accept, and act on advice from another adult, particularly when this is advice which they have already given, and which has already been rejected! In essence, Betsy's mother and I had said the same thing to Betsy. But I, said Betsy, was "more understanding!" Parents, representing the dependency-authority figure for a teen-ager (who is in the throes of developing a self-conscious identity), are to be resisted just for that reason! This is a symbolic act for the teen-ager, and a stage to be lived through for the parents! On the other hand, daily newspapers witness too graphically to the destructive quality of this rebellion when it is frustrated, ignored, or forced to manifest itself outside a community of redemptive concern.

Finally, must come moments (though not too frequently) of self-examination: Why do I get angry? Do I differentiate among decisions which I should make, the ones my teen-ager should make, and those we should work out together? Does my behavior indicate that I recognize and accept his drive toward selfhood? Do I keep comparing him or her to my own teen-age years, oblivious to the fact that there is little if any, comparison? (In addition to the apparent political, economic, and other changes anthropologists tell us the average teen-ager today is two years ahead—in mental and physical development—of where his parents were at the same age.) When I find fault, do I commit the obnoxious sin of saying, "You always do" thus and so? Do I give every disagreement between us the same weight? Do I ever resist the temptation to be critical in matters which really are unimportant? Do I express my faith and trust in him in ways which he can understand?

The last, the most significant

question of all: Do I acknowledge my teen-age son or daughter as a unique being made in the image of God? (This means the parent really "hears" what the teen-ager is communicating verbally and non-verbally.) It means hearing the emotion which pervades what is said, which often will reveal a meaning diametrically opposed to the spoken word! From the teen-agers' point of view, failure to treat them as persons in their own right is the crux of the parent-teen-age tension.

Contrary to popular opinion, what teen-agers want most from their parents has little to do with that about which they are most vocal! In the words of one group of teen-agers, what they want most from their parents is "a genuine keen interest in us and in our activities."

(See meeting plans on pages 26, 27)

—A. Devaney, N. Y.



—H. Armstrong Roberts



Teen-agers have strong interests. "Why don't parents allow us to just be our age?" they say.

BEFORE SUNDAY CHURCH SCHOOL started one morning, Janet had an interested group around her. It wasn't just that she was graduating from high school—many of the boys and girls were. She was planning to fly to Germany this summer so that she and her fiancé could be married. Many could remember the romance which had started in the church.

A sharp pang went through me as I listened to her plans. It seemed such a short time ago that I had been suffering through the separations of a wartime marriage—now our two oldest girls are in the high school department.

The last eighteen years, many marriages have had to suffer through the loneliness of separation. How many wives, I wondered, had remembered to keep the goals and plans they had made during wartime separation from their husbands? Isn't it worthwhile to maintain romance during everyday living, too?

I can remember during World War II how we Cradle Roll mothers would congregate and discuss the absent husbands. I remember wives laughingly confessing that they were saving their prettiest clothes for their husbands' furloughs. How many of those same husbands now return from work to find their wives in messy blue jeans, slacks, or bermudas (depending on the temperature)? What happened to that wartime resolve of always looking our best for our husbands?

How many of us were crowded in with relatives or in rooms in a boarding house during the war! Then all we asked of God was that our husbands return safely, and that we could live in a house that contained only our own husband and children. How many wives now keep their husbands working overtime or at two jobs so that they can have all the conveniences, new carpeting as nice as the neighbors, name brand furniture?

As Janet prepares for her trip abroad, I long to tell her to hold fast to the dreams she has now, when all she asks is just to be

R e f l e c t i o n s

From Wartime Marriages



Romance for Everyday, Too

with her beloved. I'm blessed with a romantic husband who has kept alive the excitement and appreciation that we had during our war years, and yet how many couples have I seen who have forgotten the prayers and the promises that they made.

The draft has been with us these many years. Why are marriages that face separation exciting? I believe that marriage can always have that zest and freshness if we'd just remember to use many of the techniques that we used during the war years. It is for Janet's use and for my own children that I have tried to enumerate some of the methods that we used during the war years that are also good methods for everyday living.

Perhaps one of the most important things we did when we were separated was to write each

other everyday, not just brief notes, but regular letters, no matter how busy we were. We found ourselves discussing books, ideas, saving little amusing incidents that happened during the day, talking over plans, describing new acquaintances and experiences. The same amount of time spent on conversation that we spent on letter-writing would make any marriage stimulating. Now we try to have that same sharing of ideas over a cup of tea and cookies before we go to bed. This last week-end my husband and our youngest son spent twenty-four hours at an Indian guide camp while I was with the rest of the children and two of their friends at our mountain cabin. After only a twenty-four hours' absence, we had to take time to swim out to the raft together so that we could share all

by
**Marjorie
King
Garrison**

the amusing things that had happened when we were separated.

If letters were to be interesting, we had to have something to put in them. Consequently, we scheduled time to keep up with what was going on in the world.

Years ago I discovered that lunch was more relaxing for me if I fed the children first, and then had a leisurely lunch while I glanced at the latest magazines and books. Marriage doesn't grow stale if it is enlivened by something more than an account of the trials of the house and the children, or the problems of making a living.

Since we were apart, days assumed special significance. We remembered anniversaries—not only Christmas, birthdays, and the wedding date, but the first time we met, the first time we spoke of love, Valentine's Day, dates that we had. If we were not together, every special day rated a card or an airmail letter. When we were together, we made something very memorable out of holidays without spending much money. Now the children join in our appreciation of special days. Valentine's Day rates a heart-shaped cake and heart jello molds. On Mother's Day we always have both sides of the family over for a fancy Mother's Day tea. Fourth of July features a picnic supper for families, ping pong, croquet, and watching the Rose Bowl fireworks. (We live right above the Bowl.)

Since we were together so seldom during the war period, we planned our time together carefully so that it would bring the

most happiness to both of us. I don't mean that we could often afford a dinner out or a good play, but we spent many a stimulating evening playing records, reading aloud to each other, or discussing ideas. Often I had to iron or do other household tasks, for I held down a job even during my husband's furloughs, but he would sit by me and chat or sing.

When the children came along and we were not as free to make our own plans, *together* we would take them for walks, picnics, or other excursions. Too many couples, once the war was over, seldom did anything together. One would go out while the other stayed home to mind the baby. We never let our marriage degenerate into alternate baby tending. When the children were young, we couldn't afford many outings, but when we did, we would enjoy our time without counting what we were paying the baby sitter, and we planned fun at home *together* the other nights. Now our own teen-agers have kept their baby-sitting rates low so that other couples can enjoy outings together. For the last two years, our oldest daughter has looked after the younger children for twenty-four hours so that we could celebrate our wedding anniversary by going up to our cabin alone.

We were more fortunate than many couples in that I was able to work for over a year near where my husband was stationed. Because of the uncertainty of war times, our being together always had the glamour of a date. I would dress up, put on perfume before my husband was expected, and he would shave and freshen up for an evening at home with me just as he would for an outside engagement. My husband was able to be home for very few meals, and so, although I had a job, when he was home for dinner, I would take special pains—setting the table attractively and trying to have the things he liked (emphasis on desserts). We still freshen up for dinner, and eat in the dining room, with flowers on the table.

Possibly the children assumed more importance because my husband had hardly seen Sharon, except at the hospital, and was separated from Marilynne about half the time of her first three years. I used pictures to help Marilynne remember her daddy, and tried to write my husband about different stages in the children's development and the funny things they did so that he could watch the children grow, too. In later years, as our family grew; family games, family council, picnics, Blue Birds, Camp Fires, and Indian Guides helped to cement family ties. My husband, who grew up in a family of boys, is fascinated now by the quirks of our teen-age daughters. Shared interest in children always makes a marriage richer.

Finally, I think nothing makes a marriage more enduring than for a couple to be united in something bigger than themselves. Janet was showing me the beautiful white leather family Bible her fiancé had sent her for an Easter gift. They are starting their marriage on a good foundation.

I know that God was especially real to us during war times, for we needed his strength to sustain us in difficult moments. Wherever we were during the war, we went to church, and now it seems good to have our children growing up in church with the children of friends who went through similar experiences. Our faith makes us feel that we could not enjoy the freer economic times of these days if we did not share a certain portion, not only with the church but to better living conditions throughout the world.

The things that made marriages rich during the war are not wartime miracles. They are the tissue of everyday life. Marriage can continue to be exciting if we spend thought and time on it, and enlarge it to include concern for something bigger than ourselves. If we continue to make our partners feel that they are special, and deserve special consideration, romance will not leave. Romance is not just for wartime. It is for everyday too.



I. Parents As Human Beings

By W. Clark Ellzey

Purpose

The purpose of this meeting is to focus attention upon and increase awareness of parents as persons. The discussion should identify and enlarge upon the needs of persons as such. In addition, the discussion should explore persons as parents. It should identify and enlarge upon the needs of persons as parents. As a part of the discussion the question should be raised regarding various ways of meeting the needs considered.

Leader-Preparation

A good background for leading discussion during this session may be secured through reading Margaret and Willard Beecher's book *Parents on the Run*.^{*} In addition the leader may:

1. Prepare a list of needs of parents as persons.
2. Prepare a list of needs of persons as parents.
3. Prepare a list of suggestions concerning some ways of meeting needs identified on both lists.
4. Ask one or more parents to prepare similar lists and suggested solutions.
5. Select excerpts from the book mentioned for use in stimulating class thought.

How to Conduct the Meeting

Select someone to conduct the devotional. Give this person some direction so that thoughts will be related to the topic for consideration. If the group is accustomed

to individual prayers, this method of involvement may be used with good results.

If not, the devotional leader may pray for the group, or after a few words of explanation, make use of a few moments of silent prayer. Since the nature of the discussion will involve self-examination, a few moments of prayer may open minds for creative thought and the possibility for God's guidance.

If the discussion leader has dictated or duplicated the prepared lists ahead of time, these may be distributed and form the basis for discussion. Additions and subtractions as well as other notes may be made on the blank side.

As an alternative, the chalkboard may be used for such a list or for whatever list the class may suggest through discussion of the topic.

If the article "Parents Are Persons, Too," located on page 3 of this magazine, is read during the session, notes may be made from it, or questions may be stimulated by it and discussed later in the session.

The leader may start the session by asking those parents invited to prepare a list of needs ahead of time to read them, or put them on the chalkboard. If the previous approach is made, this one may not be wise. In any case if this method is used, the class may add or subtract or otherwise contribute to the list.

Another possibility open to the class leader is to make use of some "authority" or "specialist" in the community. Such a per-

son might be invited to give a talk, lead discussion, or attend as a resource person. How this person is used will depend upon how the leader wishes to conduct the meeting generally.

Various members of the class may be asked to contribute out of their own experiences—with respect to both needs and ways they went about trying to satisfy them. Don't worry if the shibboleth's "giving" and "sacrifice" are both brought in as alternatives for so much concentration upon "needs." Both may be readily classified as such.

Whenever scripture is quoted or referred to, it should be related and considered as any other idea or bit of information. The leader may have to make sure that it is not used as "the final answer" or "the final authority" that stops thinking and shuts off discussion.

It is inevitable in discussing a topic like this that various views will be expressed, perhaps some representing sharp disagreement. The leader may need to referee at times. The group may need to be reminded that with reference to family life, everybody is an "authority" for his own experience. Care will be taken to point out that such authority does not give a person the right to speak for everyone, especially the right to decide for everyone. He may wish to go further and point out the fallacy of arguing from the specific to the general, or the other way around unless all other related factors are taken into account.

(Continued on page 30)

^{*}Julian Press, N. Y., 1955.



II. Parents As Husbands and Wives



Purpose

The purpose in the discussion of this topic is to remind the group that parents are also husbands and wives, and as such have needs which may be easily overlooked because of over-dedication to parenthood. It will be important to warn that a marriage may be lost in parenthood, and to suggest ways and means by which it may be kept alive, be made strong, and be helped to continued growth in the midst of parenthood.

Leader-Preparation

Select several modern textbooks on preparation for marriage and adjustments in marriage. Identify those attitudes, experiences, and relationships important to a healthy marriage.

Invite one or more parents to make a list of ways in which a couple might neglect and lose their marriage in parenthood.

Invite someone to check on the local divorce statistics to discover the ages of the persons at time of divorce. See how many of them occur after children have gone from home. Statistics for U. S. citizens may be secured from the National Office of Vital Statistics in Washington for comparison.

Invite any "authorities" or "specialists" in the community to participate.

How to Conduct the Meeting

If material has been prepared by the leader for distribution, this may be used to get things started. If parents have been invited to do some thinking ahead of time, they may present their thoughts.

If the leader prefers, he may

start from scratch with only the question "How May Marriage Be Lost in Parenthood?"

The leader will want to be ready for the suggestion that parenthood may strengthen marriage, and insist that the class indicate how and why. Children do not necessarily strengthen a marriage. Sometimes they weaken it or destroy it altogether. There is about as much romantic illusion about parenthood as there is about marriage. The leader will want to face the class with this fact and examine ideas which may be part of the illusion.

The relation of rights and privileges to responsibilities in marriage will provide an interesting ground for exploration and discussion. Many a wife has lost her husband during the first year of her parenthood, and it is not easy to whistle him back. Too many husbands lose their wives during the first years of the "provider" part of their new fatherhood by becoming involved with business to the exclusion of their husband-responsibilities.

Since the subject for the meeting is very personal, the leader may expect some self-consciousness, a bit of humor to cover it up, hesitation or overstatement. Husbands and wives may attack and defend, saying things they later wish had not been said. The leader will want to watch for the tendency to "personalize" too much. Turn to something else to prevent a later feeling of guilt and regret on the part of participants.

If scripture is used, it should be given the same treatment as in the previous session and not used

to shut off questions or end arguments.

Reference may be made to the article "Parents Are Persons, Too," page 3, whether read during the session or at the previous meeting.

If anyone reached the eighth grade without learning how to read and write, we would think that there was something terribly wrong with our educational system. If they reach the age for marriage and have not yet learned what a marriage is and how to get along in it, we never think to charge it to our ideas of education. It may be that discussion will confront someone in the group with information they did not have, and which may make a difference in their marriage.

As with the previous meeting, a devotional may be conducive to the best attitude to approach the subject, prayer may be used in connection with it and for dismissal. Again the question of the purpose of the meeting and the mood needs to be considered rather than tradition, routine, or compulsion.

EDUCATION FOR MARRIAGE

Ellzey W. Clark, *How to Keep Romance in Your Marriage*, Association Press, N. Y., 1954.
Bowman, Henry, *Marriage for Moderns*, McGraw-Hill, N. Y., 1960. Chapter 9 through remainder of the book.

Duvall, Evelyn, *Family Development*, J. B. Lippincott, N. Y., 1957. Parts II and III.

Peterson, James A., *Education for Marriage*, Charles Scribner, N. Y., 1956. Part IV.

1. *Why Do Our Parents Get Angry at Us?*

By Rose S. Grano

Two meeting plans for parents' classes and discussion groups

Purpose

To help parents of teen-agers to:

1. Think through a depth answer to the question, Why do I get angry at my teen-age son or daughter?;
2. Analyze the circumstances under which anger is most often manifested; and
3. Be mutually helpful in developing a more objective attitude toward teen-age children.

Preparation for the Meeting

Select two persons for a role play to be developed from the article. One is to play the part of Betsy, the other of Betsy's mother. Ask role players to read the article, think through their roles, but to avoid developing a script in advance. The mother's role should be emotional and angry.

Ask two or three parents to prepare a setting for worship in another room, or another part of the meeting room. The purpose of the worship will be to crystallize the evening's experience, and to make possible a creative response from the parents. Arrange chairs in a circle around a worship interest center. On the center, place objects which symbolize the church, teen-agers, their parents, and causes of tension between parents and teen-agers. (For example: a clock, toy car, school books, money, toy bed; figures of teen-agers and parents can be cut from magazines—in outline form—pasted on cardboard, and made to stand up.) To make an interesting arrangement of the objects, use books in piles of varying heights, and cover with a cloth.

Spotlight the worship interest center, and dim or put out other lights. Select two persons to read the Scripture. (If possible, use J.B. Phillips' translation of the New Testament.) Possible passages to use: Ephesians 4:1-7 (called to be parents); 1 Corinthians 13; Romans 8:26-28.

Select two or three hymns to be used during the worship (first stanzas only, since there won't be enough light to read by).

Secure a record player and the latest and most popular teen-age recording. (Any record dealer can readily tell you which one that is.)

Arrange chairs for the meeting in a circle. If there are twenty or more persons in your group,

prepare circles of ten chairs. In advance, ask a parent to serve as a leader for each circle.

Ask everyone to read the article "Teen-agers Ask" before coming to the meeting.

For additional resources see directions for second session.

Conducting the Meeting

Before the meeting write on a chalkboard (or newsprint) the question, Why do our parents get angry at us? Under it write, Why do I get angry at my teen-age child?

Have the recording of the latest hit tune playing (and loudly!) as the parents arrive. Fade it out as a signal that the meeting is to begin.

After a few introductory remarks, ask whether or not parents have read the article. If most have not, be prepared to have someone (who reads well) to read the first part aloud. (If you have enough copies of *Hearthstone*, all could read the first part silently.)

Suggest that most parents can probably recall similar instances when they have become quite angry with their children. For example—then recount one of your own. When you are finished, ask the person on your left to share an experience, and so on around the circle. (This is the method of "circular response." The purpose of this is for sharing, not grist for discussion.)

After the sharing, bring before the group the fact that you are interested in the question, Why was anger manifested? As preparation for discussion, you will use a role-playing situation. Stop the role play as soon as it reaches its peak. Begin the discussion by asking the players to express how they felt in their roles. Then ask the group to discuss why they thought the mother got angry. Be prepared to ask subsidiary questions to help the group get at the deeper, underlying motives.

Then ask, Under what circumstances do you find you get angry most easily? What do our answers say to us relative to how much of the source of our anger is generated by the teen-agers, and how much by causes beyond their control? What connection is there between a parent's anger and his loving concern for his child?

(Continued on page 28)

2. *Why Don't Our Parents Trust Us?*

Based on the article "Teen-agers Ask," page 19

Purpose

To help parents analyze situations in which teen-agers accuse parents of not trusting them in order to:

1. Determine whether or not it was evidence of a lack of trust, or misunderstanding on the part of the teen-ager;
2. Find the basis for lack of trust and what can be done to remedy it; and
3. Find ways of communicating to teen-agers the difference between lack of trust and concern.

Preparation for the Meeting

You are going to need some feedback from teen-agers for this meeting. You can secure it in one of two ways:

1. Contact as many teen-agers as you can, asking them to write out for you two or three instances in which they felt their parents' words or actions indicated to them that their parents did not trust them. Have the teen-agers give you the papers unsigned. Explain that they are to be used to help develop better understanding between parents and teen-agers. Or
2. Invite three or four articulate teen-agers to your meeting. Explain the nature and purpose of the meeting. Ask them if they would be willing to speak publicly of incidents in their lives in which they felt their parents expressed a lack of trust in them. (Only you can decide whether or not it is best to invite teen-agers whose parents are not members of the group.) Prepare both parents and teen-agers for this encounter. That means all agree to be honest and direct.

Have paper, pencils, and Bibles for everyone.

For the closing devotion, select someone to lead the group in the following approach to Bible study. (This is an abbreviated form of the "Depth and Encounter Study of the Bible," by Ross Snyder.)*

Distribute Bibles and ask everyone to turn to Ephesians 4:1-3. Someone should read it aloud. Then read aloud Ephesians 6:1-4.

Distribute paper and pencils. Divide parents into groups of four, then proceed as follows: First, ask

everyone to reread (silently) Ephesians 4:1-3 in light of what they have just read in 6:1-4. Then, after meditating on it, rewrite Ephesians 4:1-3 in their own words, avoiding, as much as possible, the terminology found in the Bible. In other words, they are making their own "translations." Second, after "translating," they are to make notes on the difference this passage could make in their lives as parents if they were to act upon the truth of it. Third, the groups of four share their translations and notes with each other.

One or two appropriate hymns might be used, and a closing prayer.

Look through newsmagazines and newspapers for pictures of teen-agers involved in all forms of activity—desirable and undesirable. (The more pictures, the better.) Mount pictures and place them around the room where they can be seen easily.

Conducting the Meeting

After a few words of introduction which focus attention on the purpose of the meeting, distribute paper and pencils to everyone. (To teen-agers also, if they are invited.) Since "trust" is the word on which you will major, it is important that you all have a common definition. Within a time limit, ask everyone to write a brief definition of trust, and the one or two ways in which they feel trust can best be communicated to another person. Share results. On a chalkboard, write the definition the group accepts. (If there are more than ten persons present, ask them to form into groups of five persons each and agree on a definition to be presented to the group.)

If trust is basic to communication between persons in general, how significant it must be for parent-child relationships! Now is the time to share how teen-agers feel parents evidence a lack of trust. (If you have invited teen-agers, they speak now. If you have secured notes from them, they are to be read now.)

The discussion which follows should be guided so real thought is given to these questions. (You may wish to discuss each instance separately in light of the questions): Was it a lack of trust on the part of the parent? What was the parent trying to

(Continued on page 28)

*Leaflet describing the method fully may be ordered from the Baptist Bookstore: 168 W. Monroe Street, Chicago 3, Ill., 5 cents each.

His Genuineness Wins People's Hearts

(Continued from page 7)

view for the Jackie Gleason program. Two days later, Eddie appeared on the program in an imitation of Johnny Ray, which made a tremendous impression.

"It makes me feel good to entertain people," Eddie says. "Even around the neighborhood I try to make my friends Trevor and Bruce Grasso laugh, because then I know that they like me." He likes to give his friends Frankenstein-monster masks. When asked why, he replies, "I like making things with my hands. I like shrunken heads and things that look like that." Asked why he wants such gruesome things, he says, "I like things that look funny."

After playing 406 performances in *The Music Man*, Eddie was seen by Frank Capra and Frank Sinatra, who signed him to appear in the film, *A Hole in the Head*. Here, as Sinatra's son in the film version of the Arnold Schulman comedy-drama, Eddie makes his film debut.

The boy bears the weight of all these honors, whether onstage or offstage, with the dignity of youth and wisdom. A very polite boy, he is also very normal.

One afternoon backstage at the Majestic Theatre a twelve-year-old girl was seen greeting Eddie between acts. "Hi, sweetie," she called. Eddie merely blinked. Then, with a little concern, he confided that among his mail was a letter from a girl.

"She's going to California in an airplane and said that if I'd meet her there, she's greet me with open arms," he said.

The Teen-ager and the Church

(Continued from page 12)

contribute their labors to rehabilitate buildings, clean up grounds, organize activities, and ease the burden of staff people.

A responsible adult leader of a congregation said recently, "It may be true that our teen-agers are the spoiled generation of a prosperous U.S., but I'm hesitant about blaming them. The fault lies with us in the church who failed to challenge our youth." The at-fault church perhaps simply did not know what to do, how to do it, and where to get materials.

"Why didn't somebody tell me?" This may be a legitimate question. Yet another legitimate question could be raised. "Why didn't he ask?"

You are aware that you, as a Christian parent, and your church as representatives of Christ, must work responsibly to help our young people find the gospel's relevance to their contemporary world. Somebody should tell you of the many denominational and interdenominational aids that are available. If somebody has not already told you, give them a chance; ask.

1. Why Do Our Parents Get Angry at Us?

(Continued from page 26)

Granted that there is a limit to the degree of objectivity a parent can (or wishes) to develop toward his child, what can he do to help himself become more objective in tension situations? (See the second part of the article.) How can parents help each other?

If time permits, you might wish to role play again, this time changing the mother's role as you incorporate insights which have issued from the discussion. Then consider, What made the basic difference in the mother's reaction?

Summarize the salient points made by the group in the discussion (both in the areas of agreement and disagreement). If the points can be stated briefly enough, write them on the chalkboard.

Explain that you will move to another setting for an experience in creative worship. This means all of you—together—will develop the order of worship as you experience worship.

Move to your worship setting. Have a suitable recording playing softly, or ask your pianist to provide background music. Ask the group to think over the discussion, their experiences as parents, and the objects on the worship interest center. Ask them to share, as they feel led to speak, any thought which comes to them as they mediate upon the worship interest center. A poem or a hymn can also be used to express the message a parent wishes to communicate. Be sure they understand that periods of silence are as much a part of the worship as the speaking.

Lead in the singing of the hymns, and use the reading of the Scriptures when it seems most appropriate. Do not let the worship drag on. Plan for an obvious sign of conclusion.

Biblegram Solution

(Biblegram on page 10)

Blessed is he whom thou dost choose
and bring near,
to dwell in thy courts!
We shall be satisfied with the goodness of thy house,
thy holy temple! (Ps. 65:4)

The Words

A	Hose	L	Billy
B	Solo	M	Denied
C	South	N	Flood
D	Trough	O	Eight
E	Switch	P	Melody
F	Cheat	Q	Swift
G	Honor	R	Beast
H	West	S	Honesty
I	Helped	T	Saint
J	Wrathy	U	Shoes
K	Humble	V	Dens

2. Why Don't Our Parents Trust Us?

(Continued from page 27)

communicate? How could it have been handled so that the parent's true motivation could have been communicated? If teen-agers are present, ask them what it was that the parent did or said, that made them feel untrusted. If they are not present, try to assess what it is in each instance that made the young person feel as if he were not trusted. If a parent does not trust his child, what could be the possible reasons for the lack of trust? How can it be remedied? (If teen-agers are present, ask them how they think it can be remedied.)

Ask members to share their answers to the question of how they think trust is best communicated. If any new insight is gained from the responses which throws more light on how parents can communicate trust to their children, be sure to call it to the attention of the group.

Summarize the discussion, indicating the major points made, then go into the devotional.

Collect used sheets and distribute clean ones for the Bible study. Conduct the Bible study as outlined in Preparation for the Meeting. Conclude with a prayer that we might be faithful to our calling as parents.

Additional Resources

Books

The Rough Years, by Chad Walsh, Morehouse Barlow Co., New York, 1960. Paperback, \$2.25. An insightful portrayal of high-school-age young people, well written in novel fashion. For personal reading.

The Adolescent Views Himself, by Ruth Strang, McGraw-Hill, New York. Hardback, \$7.95. A must for church libraries. Excellent as content material for discussion. (Questions are found at the end of each chapter. The book is written on the premise that we cannot really understand a person until we understand what he thinks of himself.)

AUDIO-VISUALS

Motion picture films from the "Adolescent Development" series:

Meaning of Adolescence, 16 min.;
Age of Turmoil, 20 min.;
Meeting the Needs of Adolescents, 19 min.;
Emotional Maturity, 20 min.;
Social Acceptability, 20 min.

Produced by McGraw Hill Co. Rental rates vary. Available from most state university film libraries.



Family Counselor

Can parents keep from "playing favorites" with their children?

Q WE HAVE TWO CHILDREN. About the only thing they have in common is a last name. The older one shows signs of brilliance and is somewhat of an introvert, while the younger one has an average mind but is gregarious to the extreme. How will it be possible to keep from comparing their school grades, or in various other fields, for that matter? For instance, we reward the older for good report cards—should the younger one be denied rewards when he might be trying even harder than the older one? The younger has a much more even disposition than the other, and on and on. We realize that each difference will have to be treated separately, but are there not some words of general advice that we can apply?

A CERTAINLY ONE BIT OF GENERAL ADVICE for which you ask is that which you suggest yourself, namely, that you should deal with each child separately in the light of his special interests, abilities, and needs. This means that there will be a minimum of comparison of the two in the ordinary conversation of the home.

It is equally important for the parent to remember that he cannot really help a child until that child feels that he is loved and respected because of what he really is, rather than because of any special abilities or skills that he may possess. The importance of this cannot be overemphasized, espe-

cially when two children are as different as are yours.

If your younger child, for example, gets the impression that you think less of him because he cannot bring home as good grades from school as his brother, you are placing upon him an almost impossible emotional burden that may leave him with a sense of inferiority for the rest of his life. On the other hand, if the older boy feels you accept him as a person just because he is smart, he may find himself under pressure always to excel intellectually and thus be driven further to withdrawal from others in order that he may study.

If a child feels accepted as a person, he can more easily handle constructively his abilities and skills or lack of them. They become means to an end, rather than ends in themselves. Even then, however, it is important that parents should avoid situations in which one child's weakness is compared with another child's strength.

For example, your younger child recognizes that his grades are not as good as his brother's, and he must learn to accept that fact without being discouraged about his own abilities or future. Such acceptance is not facilitated, however, by having the parents frequently compare his grades with those of the older brother. Insofar as you can, encourage each

child to compete with himself, rather than with another. If your younger son has made a genuine effort to do well in his studies and has maintained or bettered his average when the grades come in, it would seem that he is as worthy of commendation as his older brother.

Wise parents frequently guide each child into different types of activities so they do not compete with each other. Here is a younger son in one family who did not get as good grades as his older brother—a situation very similar to yours. However, the younger son excelled the older one in his athletic ability. He was encouraged to try out for the athletic teams in the school and he received recognition and satisfaction in this area that compensated somewhat for his difficulties in his studies. If children are learning to play musical instruments, let them be different instruments so that comparisons will not be so inevitable.

Perhaps one of the general principles you requested is that every child should be guided into activities that he can do well and that bring him approval from both his peers and his elders. One who has a sense of accomplishment in one area is better prepared to deal with difficulties and disappointments as he engages in other activities.

Donald M. Maynard

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◆ Neither Too Long Nor Too Short

(Continued from page 18)

as Mercedes rubbed against him. "We'll make the folks laugh harder than they ever did before. Your hat and my stiff leg will make a good combination," he grinned as he gave the red rose a tweak.

"Ladies and Gentlemen," the announcer was saying, "for your pleasure we have the world's funniest clown—even if he does have a badly sprained ankle—and his trained mule, Mercedes!"

"That's us," said The Man as he put his good leg over Mercedes' back. "This makes me facing the wrong direction," chuckled The Man as he patted Mercedes' fat rump. "The crowd likes it this way," he said as they broke into applause.

Mercedes trotted out into the middle of the arena. The red rose on her hat nodded with every step. When she stopped, The Man just walked off her back. While he pretended to take a nap, Mercedes stood on her hind legs. She danced. She stood with all four feet on a small platform. Then she went over and pulled a flag out of The Man's pocket. When the crowd clapped, she bowed and the rose bowed, too. Then The Man walked up to her backwards, and kept on walking until his long legs straddled her sides. The crowd howled with pleasure as the two walked away.

"The audience likes it better when I ride backwards," The Man said. "Guess that bum foot was good for something after all. What's more," he added, "it's a mighty good thing that your legs are short and mine are long. If they weren't . . . you and I might be out of a job for a while. Even if my legs are long I couldn't walk onto a horse."

Mercedes wiggled her ears until her hat bounced up and down. She frisked her tail and walked in time with the music. She brayed and brayed because she was so happy. The Man's legs were right and her legs were right! The Man just said so. It was the horses' legs that were too long and the other men's legs that were too short!

◆ I. Parents As Human Beings

(Continued from page 24)

It is not necessary, or even desirable to come to the end of the discussion with all the answers and "everything all tied in a neat package." If conclusions are reached through consensus, the leader may wish to note them in some sort of summary. There is value, however, in going away from such a meeting with some questions unanswered. Such questions may serve as tantalizing stimulants for further thought.

The leader can sense from the mood of the group just how the session is

to be closed. To close with prayer just because the session is in a church building, or just because it always has been closed that way can create a situation close to sacrilege. Prayer is too significant to dilute with routine, or contaminate with compulsion.

◆ Parents Are Persons, Too

(Continued from page 5)

in addition to parenthood. Perhaps there are some recreational activities that we may enjoy together. There may be some creative activity from which we both derive satisfaction. Surely we must keep alive mutual friendships.

The best gift that we can give our children is a good marriage. The husband-wife relationship creates the atmosphere within which our children are going to grow. Any parenthood which is devoid of a good marriage is an unhealthy parenthood.

To summarize then, let a "parent psychologist" say that while we parents have responsibilities of which most of us are very well aware, we also have rights and privileges of which not enough of us seem to be aware. We need to understand ourselves and each other as persons better than we do. We need to understand ourselves and each other as parents. We need to understand that unless we can keep our marriage alive and protect it from too much of an invasion and enslavement on the part of our children, we may not be as good parents for our children as they need. We may very easily lose our marriage in our parenthood. So let us re-examine our rights and privileges while we contemplate our responsibilities. Let us not leave it to our children to see that we do a good job of living. If we take care of that ourselves, we will more likely help our children to get along well in life.

(See meeting plans on pages 24, 25)

Tips on Taking Them Traveling

By Helen Ramsey

"WE ARE LEAVING THE CHILDREN at home with my parents this vacation," a young mother told me, recently. "They are such a burden on a long motor trip."

I was surprised, for we always found our children to be good travelers, cheerful, co-operative, and quick to adapt themselves to new situations. Although it does take some intelligent planning on the part of adults when the little folks go traveling, we felt repaid by their enthusiasm and the realization that we had broadened their outlook and had given them some education in living that would be helpful in years to come.

If you are taking your youngsters on a motor trip this summer, you may find these tips helpful:

1. If possible, let them have the rear seat of the car for themselves so that they will have room enough to move about comfortably. Carry some small pillows and a light blanket so that they can nap in comfort. Of course, small children must be kept safe from opening car doors, if yours is a four-door automobile.

2. Make frequent stops for drinks and leg-stretching. We have found it wise to purchase gas in fairly small quantities so that we could make these stops and freshen up at the service station restrooms.

3. Pack some simple toys and games in a cloth bag. Plastic cars, small airplanes, and other easily handled toys help while away the time on long stretches. A few picture books are a welcome change although sustained

reading while riding should be avoided. When these entertainments pall, start singing familiar songs, or playing guessing games. Our youngsters learned interesting facts about geography and recited Bible verses, which helped later in school and church school. Of course, it is more fun, if Mother and Daddy join in the games.


4. Pack picnic lunches and eat them at roadside tables so the children can run about after meals. If you must take them into public eating place, be sure they are "slicked up" with clean hands and faces and smooth hair, which make for better table manners. Rubber zip bags holding dampened wash cloths and packages of paper towels are helpful.

5. Avoid giving them between-meal snacks. Gum chewing may not be approved in the etiquette books, but it is better than indulging in sticky or crumbly foods. We found it wise to carry a thermos of fresh water, for children are often thirsty.

6. Take along a special container for specimens of plant and animal life the children will want to collect. A camera is a "must" for a family motor trip, and the older children can learn to use it.

7. Supply one of the children with pencil and notebook, and have him keep a record of the trip.

8. Our final tip is for the driver. Don't drive too fast. Not only is it dangerous, but it doesn't give young eyes time enough to focus on something interesting. It is cruel to exclaim over something unusual, and then whiz past before they can enjoy it.



Books for the Hearthside

For Children

A new book has just come from the press—**Play Activities for the Retarded Child**, by Bernice Wells Carlson and David R. Ginglend (Abingdon, 1961, 224 pages, \$4). It is written to help parents, and all those who work with children with a mental age of six years or younger, to know and use activities that will help them to grow and learn. Retardates like play but must be taught how to play; they do not play spontaneously.

Basic needs of retardates are listed. The goals of play are spelled out: mental health; physical, language, and mental development. Detailed descriptions are given for a variety of types of play to help meet their needs. These are informal and imaginative play, follow the leader, choral speaking, table work and games, handicraft skills, handicraft for special reasons, musical games, and other kinds of games. This book is a rich resource. There are lists of books and pamphlets helpful for parents and teachers and a detailed index to make the book easier to use.

For children who enjoy stories of great persons, there will be special attraction for the book **Legends of the Saints** (J. B. Lippincott Company, New York, undated, 114 pages including Notes on the Saints, \$2.95) by E. Lucia Turnbull. Among the saints included are: St. Jerome, St. Patrick, St. Bridget, St. Ciaran, St. Margaret of Scotland, St. Francis, St. Bartholomew, St. Elizabeth of Hungary, St. Roque, and St. Catherine of Siena. The book gives a very interesting, simple legendary account of these persons who have, for the most part, been quite influential in history. The illustrations are by Lili Réthi.

Three books for the young children are:

1. **I Help Too** (Broadman Press, Nashville, 1961, unpagged, illustrated, color, 60 cents) by Alma May Scarborough. Each page provides from two to four sentences dealing with the daily events of the preschool girl as she helps her mother and father. The illustrations by Dorothy Teichman are very delightful.

2. **Jesus' First Trip** (Broadman Press, Nashville, 1961, illustrated, color, 60 cents) by Robbie Trent for the two- to

four-year-olds. This is an account of Jesus' trip to Egypt and the things that might have happened along the way as a young child would see them. The illustrations by Beatrice Darwin are very appealing.

3. **The Singing Bells** (Broadman Press, Nashville, 1961, illustrated, color, 60 cents) by Anita Scott Coleman for six- to eight-year-olds. This provides an introduction to the meaning of home and family through the several members of the Bell family. The singing pictures are by Claudine Nankivel.

For Young People

Young teens (ages 12 to 15) will enter vicariously into the experiences of Alec Riggs in the novel **The Wild Rocket** (The Westminster Press, Philadelphia, 1960, 172 pages, \$2.95) by Peggy Hoffmann. Alec is an orphan living with his aunt and uncle in a shack of a house. An all important building—the chicken house—is the place where Alec keeps his homemade laboratory. He makes a usable cupboard including several shelves and a door that drops down on two chains. To finish off this creation, Alec installs a lock. Now, no one—cousins, aunt, or uncle—can tamper with his prize possession. Alec spends all of his free hours working on his rockets. Of course, he has to spend a few hours working at Slim's garage to earn the money to keep his experiments going. After a couple of trial tests resulting in explosions, Alec finally comes up with a rocket that he feels will really take off. He can hardly wait to test it. Will it work? Are his calculations correct? What will be the outcome? These are the important questions to Alec and provide adventurous reading.

Sure to delight young basketball fans is the book **The Ballhawks** by Gene Olson (The Westminster Press, Philadelphia, 1960, 186 pages, \$2.95). It is the story of Mike Lodge who is the new coach for Riverside High. Right off he is confronted with: "Larry Faye won the league championship three times. Larry Faye won the district title three times," and so on. Everyone wants to be assured that the new coach will do as well. Having only two lettermen back, and a rather small school to draw from, Mike is not too

enthusiastic about the chances of the first year. Readers will especially feel with him as he makes his way and the way for his team.

For Adults

A look at the Contents of **In All Love and Honor** (Abingdon Press, 1959, 159 pages, \$2.95) reveals that each chapter is largely developed from different portions of the wedding vows that Scudder M. Parker, the author, made to his wife. The autobiography of their marriage shows that when two persons love each other deeply most of the obstacles can be worked out eventually. Their married life certainly had its ups and downs and will be an inspiration to any couple.

For many persons, the events of Christianity from the days of the Apostles to the Middle Ages are not well known. A book that deals with the period mentioned is **The Kingdoms of Christ** by Peter Bamm (McGraw-Hill Book Company, Inc., New York, 1959, 367 pages, \$8.95, including Notes to the Colour Plates, Notes on the Illustrations, Notes to the Maps, and an Index). Special features of the book include a minimum of copy and a maximum of illustrations. There are eighteen color plates and 365 illustrations. The book will help readers to gain an acquaintance with the facts, legends, and happenings of early Christianity. Truly, the book is an outstanding work, both in content and in design.

A very helpful encyclopedia of games and guidance for family recreation is **The Treasury of Family Fun** by Nancy Cleaver (Fleming H. Revell Company, Westwood, New Jersey, 423 pages including Prayers for Special Occasions, Books and Pamphlets for the Family, Index, and Notes). Some examples of titles of articles within the book are: Fun in the Family Schedule; A Child's Birthday Party; Home Activities for Sunday; Home Games' Equipment, Indoors and Out. Specific activities are designated for the preschool child, the school-age boy and girl, and the teenager so that ability and interest are kept in mind. Fun for each of the calendar months is given, with special attention to holidays, seasons, vacation days, nature lore, gardening, and handicraft.

Parents! Nothing Can Take Your Place!

Of course, we have known this all along. Parents are absolutely indispensable! So far, no other means of perpetuating the species has been developed. Even our machine age has not achieved mechanical substitutes for parenthood.

However, the question has frequently been raised, "Are parents really necessary apart from the biological task of keeping the earth populated with humanity?" For instance, does the state need mothers and fathers in order that good citizens of character and moral behavior may be developed? A recent book,¹ reporting the results of a very intensive study carried over a period of 16 years of 34 children, has a number of interesting conclusions. Briefly, here are three:

1. Character and moral behavior develop in the family and are produced by the example of parents, more than by precept, or by the influence of other children, or by teachers.

2. Basic character is formed and fixed at a very early age. To change it is such a slow and difficult process as to be almost impossible on a large scale.

3. Hence, the only possibility of creating good citizens is to provide children with good parents.

Dr. Peck's conclusion as to the "Why" of this not-so-new set of ideas is illuminating:

"Character, as defined in this study, appears to be predominantly shaped by the intimate, emotionally powerful relationship between child and parents, within the family. Forces outside the family are not negligible nor irrelevant in their *indirect* effect on character formation, but it looks as though these forces operate mainly as they shape and guide parents' behavior, and as they reward or otherwise reinforce child behavior that follows the socially

approved parts of parents' behavior."

What is it in family relationships that is most significant in character development? There are four aspects of this relationship set forth: (1) mutual trust and approval (2) consistency of family life, (3) democratic control, and (4) opposition to severe punishment. "Parental control which was, at once, consistent, trustful, averse to severe punishment, and giving some limited but growing practice in decision making—this kind of discipline produced mature, *self-disciplined* adolescents.

Dr. Peck does not say that character cannot be effected or changed by any other persons or influence. He says that such influences exerted at a later date are seldom intensive enough and personally enough exerted to make any significant change in a child's character.

As a result, Dr. Peck feels that parents cannot expect other people, whether in school, church, or youth organizations to take over the character training of their children to any great extent. He does insist that all persons in such institutions dealing with children should be much more rigorously selected on the basis of their own personality and character.

That Dr. Peck's conclusions are not universally applicable can be illustrated by almost any church leader. Many a child, coming from a home that is the exact opposite in its family relationships to the four aspects given, has been influenced by Christian leaders to become entirely different from parental example. The fact remains, however, that to accomplish such results is much more difficult than if parents were the kind of parents described above.

This book should be widely read and studied. Parents' classes in the church could well place it in the church library after carefully considering its contents. Let church and home co-operate to achieve the best influences for every child.

¹The Psychology of Character Development, by Robert F. Peck. Publisher, John Wiley & Sons, N. Y., \$6.50.

Poetry Page

To Trust

Forgive me Father for the wasted years,
The rebellious repining, the futile tears,
The questioning faith that would ask of Thee
The things Thou knowest are not best for me.
Help me dear Father to ever see
That Thou knowest what is best for me.
And give me sufficient faith and trust
To realize that submit I must
And bow to Thy will and ever say
Here I am Father—have Thine own way.

—Anna Riffe

13-Month-Old

His tastebuds are not tempted by
Such things as eggs and meat.
And vegetables and toothsome fruits
He will not deign to eat.

An epicure is he instead
Of paper, dust, and lint.
And fringe around a tattered rug,
And books with juicy print.

If rosy cheeks are lint-produced,
Plump legs from soapsuds foam,
I'll not deter the habits of
A youthful gastronome.

—Sue H. Wollam

Sunset

Rays of purple, red, and golden
Going down behind the wood
Oh how beautiful a picture!
I would paint it if I could.
After the day's work is over
All the birds have gone to rest,
Night is slowly drawing nearer
Sun is sinking in the west.

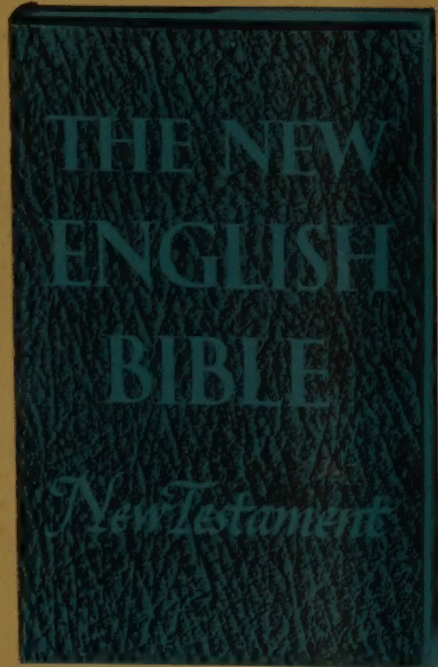
Standing on the hilltop yonder
Far across the bloss'ning fields,
I can watch it slowly going,
Never a thing more beauty yields!
Then the new moon in her glory
Shines up in the starry sky
But the radiance of God's LOVE
Shines abroad through you and I.

—Emily Taft



—Harold M. Lambert

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revision,
but an
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